DOCUMENT RESUME

ED 049 023 RE 003 561

AUTHOR	Fay, Leo, Comp.
TITLE	Reading Research: Methodology, Summaries, and Application. An Annotated Bibliography.
INSTITUTION	Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
PUB DATE	May 71
NOTE	76p.
AVAILABLE FROM	International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($1 to members, $1.50 to nonmembers)
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Adult Students, *Annotated Bibliographies, College Students, Elementary Grades, *Reading Instruction, Reading Processes, *Reading Research, *Research Design, *Research Reviews (Publications), Secondary Grades

ABSTRACT

Reading research studies from 1950 to 1969 were selected for inclusion in this bibliography from ERIC/CRIER's data base which contains materials from published journal literature, dissertations, USOE sponsored research, and International Reading Association conference proceedings. Since this bibliography is designed to serve the needs of the researcher, the student, and the practitioner, it is appropriately divided into three categories: methodology, summaries, and applications. The methodology section includes studies of the reading research community as well as of research techniques and designs. The latter items relate both to general approaches and to designs and techniques for specific reading research problems. The summary section includes periodic reviews of reading research. These include the Gray Annual Summary, summaries of research on particular topics, such as research on visual problems in reading, summaries of doctoral research in reading, and summaries of investigations in one aspect of reading, such as secondary reading and college reading. The application section consists of items that interpret and apply research findings to particular problems of reading instruction. An author's guide, ordering information through the ERIC Document Reproduction Service and University Microfilms and listings of ERIC/CRIER and IRA publications are appended. (Author/DH)

RE 003 561

ED049023

Reading Research: Methodology, Summaries, and Application

an annotated bibliography by

Leo Fay

ERIC/CRIER—International Reading Association

Reading Research Profiles

ED049023

READING RESEARCH PROFILES
A Bibliography Series
of ERIC/CRIER+IRA

Reading Research: Methodology, Summaries, and Application

Compiled by
LEO FAY
Indiana University

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

May 1971

The Reading Research Profiles series of bibliographies is structured on the ERIC/CRIER classification system and is printed in cooperation with the International Reading Association, a professional organization for individuals and groups concerned with the improvement of reading at all educational levels. One of 20 clearinghouses in the ERIC system, the Clearinghouse on Retrieval of Information and Evaluation on Reading collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE.

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Contents

Information on the ERIC System	4
Introduction	5
Part I – Research Methodology	9
Part II – Research Summaries	17
Part III – Research Applications	44
Author Index	63
Appendix	67
– 1. Instructions for ordering microfiche and hard copy reproductions from the ERIC Document Reproduction Service	67
– 2. Instructions for ordering microfilm and xerography document reproductions from University films	67
EDRS Hard Copy Conversion Table	68
ERIC/CRIER and ERIC/CRIER + IRA Publications	70

Information on the ERIC system:

ERIC and ERIC/CRIER

Eric is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> . . .research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

Introduction

Reading research has been characterized in many ways. It has been praised for its extensiveness yet scorned for its inconclusive findings. It has been cited as justification for change in school practice and criticized for being of little practical significance. It has been acclaimed for its wide range of design procedures yet accused of naivety and of confusing the interpreters of its results. A review of the material included in this bibliography suggests that any one of these judgments could be supported.

It is important, however, to cast one's judgment of the effort in reading research in a broader context. Research in reading–as does that of any area of education–reflects the changes of research in education. It is quite revealing to trace the steady progress in research design as the sophistication of researchers in the educational research community developed. As the magnitude of reading research has increased, awareness of what there is yet to learn has also increased. The recent financial assistance afforded to educational research, however, has resulted in more concerted efforts in reading research; and this new direction has counteracted the limitations of earlier, more fragmented research efforts. Both today's researcher and research consumer benefit from the experience of those who preceded them. Although many questions remain and much is yet to be learned, one must be impressed with the development that has taken place within a very short time span and with, at least until recently, woefully inadequate financial and logistical support.

To complete the picture, it must be candidly stated that several long-standing myths and sacred cows in reading instruction have been supported by the misapplication and overapplication of research findings or by findings from poorly conceived and executed studies. This has prompted a growing effort in regard to the interpretation and application of research findings. Most recently, the USOE-targeted research effort and the ERIC/CRIER interpretative publications have added a new dimension to the mass of research efforts by subjecting them to systematic, critical analysis and to interpretation.

Different audiences look to reading research for different purposes. The researcher may be primarily interested in design strategies applicable to reading research, the students to research summaries, and the practitioner to the application of research findings to his problems. This bibliography is designed to serve the needs of all these audiences. It is divided into three categories: methodology, summaries, and applications.

The methodology section includes studies of the reading research community as well as of research techniques and designs. The latter items relate both to general approaches and to designs and techniques for specific reading research problems.

The summary section includes periodic summaries of reading research. These include the Gray Annual Summary and summaries of research on particular topics, such as research on visual problems in reading.

The application section consists of items that interpret and apply research findings to particular problems of reading instruction.

Citations in *Reading Research: Methodology, Summaries, and Application* are arranged alphabetically according to the author's last name within each of its three parts. The studies included cover the years 1950 to 1969 and were taken from ERIC/CRIER's data base which is composed of materials selected from published journal literature, dissertations, USOE sponsored research, and the conference proceedings of the International Reading Association.

Following is a description of the Basic References that compose this data base. Each of these reference sources can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS), 4827 Rugby Avenue, Bethesda, Maryland 20014. This information follows the title of each reference. (See Appendix for complete EDRS ordering information.) Information on the availability of the documents within each reference is included in the descriptive paragraph.

ERIC/CRIER Basic References

**Published Research Literature in Reading, 1900-1949*
(ED 013 970, microfiche $0.65, hard copy $16.45 from EDRS)

**Published Research Literature in Reading, 1950-1963*
(ED 012 834, microfiche $0.65, hard copy $13.16 from EDRS)

**Published Research Literature in Reading, 1964-1966*
(ED 013 969, microfiche $0.65, hard copy $6.58 from EDRS)

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the *Reading Research Profiles* include material taken from the annual summaries of 1900 to 1969. New articles are incorporated each year as the annual Summary is completed.

**USOE Sponsored Research on Reading*
(ED 016 603, microfiche $0.65, hard copy $6.58 from EDRS)
Covers 1956 through 1965.

**USOE Sponsored Research on Reading, Supplement 1*
(ED 031 606, microfiche $0.65, hard copy $3.29 from EDRS)
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; prices for ordering hard copy and microfiche given in these documents and all Basic Reference documents listed here can be updated to the new price schedule by using the table given in the appendix of this bibliogrpahy.

**Recent Doctoral Dissertation Research in Reading*
(ED 012 693, microfiche $0.65, hard copy $9.87 from EDRS)
Covers 1960 to 1965

**Recent Doctoral Dissertation Research in Reading, Supplement 1*
(ED 028 055, microfiche $0.65, hard copy $6.58 from EDRS)
Covers 1966 to 1968.

**Recent Doctoral Dissertation Research in Reading, Supplement 2*
(ED 035 793, microfiche $0.65, hard copy $6.58 from EDRS)
Covers July 1968 through 1969.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of *Dissertation Abstracts* were reviewed, and dissertations on reading were lected. Information on the procedures, design, and conclusions of each vestigation is given in the abstract. Each entry includes complete bibliographic ıta and is listed alphabetically by author.

›pies of the documents in these references can be ordered from University icrofilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic ›rm. (See Appendix for complete ordering information.)

'nternational Reading Association Conference Proceedings Reports on Elementary eading
:D 013 197, microfiche $0.65, hard copy $39.48 from EDRS)

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

**International Reading Association Conference Proceedings Reports on Secondary Reading*
(ED 013 185, microfiche $0.65, hard copy $23.03 from EDRS)

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

**Indexes to ERIC/CRIER Basic References*
(ED 030 004, microfiche $0.65, hard copy $16.45 from EDRS)
Covers 1950 to June 1967).

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

Part I
Research Methodology

Part I contains studies about research and researh communication in reading and of various aspects of research designs and techniques. Several references are included that relate to studies of newspaper and library readership. The relative lack of references related to research methodology in regard to the reading process and reading instruction is revealing and perhaps disappointing to some users. It might be argued that this type of publication, which is necessarily technical and which may have application beyond reading, is more appropriate to the publications of the American Educational Research Association. Another conclusion is that the literature in reading is practice oriented rather than research oriented. Researchers in reading might well consider for their future publication efforts whether a greater emphasis on research methodology is desirable in the reading literature.

Barton, Allen and Wilder, David. "The Columbia-Carnegie Study of Reading Research and Its Communication–An Interim Report," *Challenge and Experiment in Reading*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 170-76.

Presents a questionnaire-interview study of the reading researcher–his training, career, institutional facitlities, obstacles, and choice of topics and methods; the content of communications about reading–textbooks, teachers' manuals, and professional literature, and the beliefs and practices of school personnel.

Barton, Allen H. and Wilder, David E. "Research and Practice in the Teaching of Reading: A Progress Report," *Innovation in Education,* Mathew B. Miles, Ed. (New York: Bureau of Publications, Teachers College, Columbia University, 1964) 361-98.

Reveals a portion of a larger report on the social organization of research on reading and the channels by which research findings influence educational practice and includes a study of experts, the flow of information, the problem of social class, and implications.

Biemiller, Andrew. *Data Gathering in the First Grade Project, Project Literacy.* 49 p. (BR-5-0537-3, OEC-6-10-028, August 19, 1966) ED 011 584, microfiche $0.65, hard copy $3.29 from EDRS.

Presents methods to be used for evaluating a new first-grade curriculum in reading and writing.

Bloom, Benjamin S. "Appraising Reading Progress Under Different Patterns of Grouping," *Reading Instruction in Various Patterns of Grouping.* Supplementary

Educational Monographs, No. 89, 180-84. (Chicago: The University of Chicago Press, 1959.)

Distinguishes between exploratory and demonstration research and discusses requisites of the latter as applied to the study of different patterns of grouping.

Bureau of Business and Economic Research. "Measuring Newspaper Readership: Critique and Experiment," *Studies in Business Economics*, 4, No. 3. (College Park, Md.: Bureau of Business and Economic Research, College of Business and Public Administration, University of Maryland, December 1950) 8 p.

Presents a critical appraisal of the adequacy of current techniques of surveying weekly newspaper readership through a comparison of the results of six recent readership surveys with the survey procedures used, the nature of the news involved, methods of interviewing used, and differences in measuring reader responses.

Bush, Chilton R. "A System of Categories for General News Content," *Journalism Quarterly*, 37 (Spring 1960) 206-10.

Presents a detailed classification scheme of categories for general newspaper content, so defined as to be mutually exclusive, and reports the results of efforts to validate them.

Dolch, E. W. "Tested Word Knowledge Vs. Frequency Counts," *Journal of Educational Research,* 44 (February 1951) 457-70.

Compares the findings of the Interview Vocabulary Study and Rinsland's Basic Vocabulary of Elementary School Children for grade 1 to demonstrate the value of word counts and tested word knowledge as means of ascertaining the word knowledge of children.

Ennis, Philip H. "Recent Sociological Contributions to Reading Research," *The Reading Teacher,* 17 (May 1964) 557-82.

Presents a summary of some recent sociological research that is most directly related to reading.

Ennis, Philip H. and Fryden, Floyd N. "The Library in the Community: Use Studies Revisited," *Library Quarterly,* 30 (October 1960) 253-65.

Presents (to serve as a model for those who might benefit from conducting a use study of their own) the procedures and results of a recent empirical study of a community's use of its public library.

Entwisle, Doris R. "Evaluations of Study-Skills Courses: A Review," *Journal of Educational Research,* 53 (March 1960) 243-51.

Summarizes 22 evaluation reports of study-skill courses in respect to kind of student, criterion used, baseline used, methods used to correct for bias, and performance in excess of baseline both immediate and followup.

Flores, Ivan. "Methods for Comparing the Legibility of Printed Materials," *Journal of Psychology*, 50 (July 1960) 3-14.

Reports the results of an experiment to determine the merits of two types of measures: a highly sensitive test for relatively rating the styles of characters, and a practical test stimulating the actual environment for which the type is intended.

Frase, Lawrence T. "Questions as Aids to Reading: Some Research and Theory," *American Educational Research Journal* 5 (May 1968) 319-32.

Proposes a model by which to focus the range of behaviors critical for response-produced feedback control of reading behavior.

Goldish, Sidney S. "How Editors Use Research on the Minneapolis Dailies," *Journalism Quarterly*, 37 (Summer 1960) 365-72.

Describes the research facilities of the Minneapolis Star and Tribune, presents the findings of these research departments–especially in the area of readership, and lists changes in these newspapers as a result of research.

Gray, William S. "New Approaches to the Study of Interpretation in Reading," *Journal of Educational Research*, 52 (October 1958) 65-67.

Traces briefly the history of research concerning the interpretation of what is read, with special emphasis on the introspective techniques used during recent years.

Haskins, Jack B. "Pre-Testing Editorial Items and Ideas for Reader Interest," *Journalism Quarterly*, 37 (Spring 1960) 224-30.

Describes a method of testing the reader-interest value of editorials, items, and ideas; presents data concerning the reliability and validity of title rating; and considers ways in which editors and researchers might use the technique.

Haskins, Jack B. "Title-Rating: A Method for Measuring Reading Interests and Predicting Readership," *Educational and Psychological Measurement*, 20 (Autumn 1960) 551-65.

(1) Reports a study to determine empirically the relative validity of two familiar scales, verbal and thermometer, in measuring reading interests and predicting the

readership of magazine items and (2) describes the development, validation, and cross-validation of a quantitative measure of reader interest called title-rating.

Haskins, Jack B. "Validation of the Abstraction Index as a Tool for Content-Effects Analysis and Content Analysis," *Journal of Applied Psychology*, 44 (April 1960) 102-06.

Reports an experiment to determine the relationship between abstractness, as measured by Gillie's Abstraction Index (AI), and reader behavior and attitudes and describes some methodological testing of the AI itself to determine the extent and kind of content sampling necessary to get a reliable index.

Holmes, Jack A. and Singer, Harry. "Theoretical Models and Trends Toward More Basic Research in Reading," *Review of Educational Research*, 34 (April 1964) 127-55.

Reviews the research during the past 3 years concerned with construction and testing of theoretical models and other basic research in reading, classifies and discusses more than 100 studies under the following headings: theory and closely related experiments; input, mediating, output, and supporting systems; personality; sex differences; early reading; and methods, materials, and grouping.

Kingston, Albert J., Ed. "Research for the Classroom, Cloze Procedure," by Lawrence E. Hafner. *Journal of Reading*, 9 (May 1966) 415-21.

Reviews 24 studies which used the cloze procedure as a tool for research by grouping the studies under reading comprehension, writing and readability, cognitive abilities, personality variables, diagnosis in reading, and teaching.

Levin, Harry. *Reading Research—What, Why, and for Whom.* (BR-5-0537-1, OEC-6-10-028, February 1966) ED 011 582, document not available from EDRS.

Presents the bases of reading research and the fundamental processes of reading.

Long, John A., Director. *A Study of Various Methods of Appraising Rate of Reading.* Educational Research Series No. 22. (Toronto, Canada: Department of Educational Research, Ontario College of Education, University of Toronto, 1950) 19 p.

Reports the results of efforts to discriminate between various methods of measuring speed of reading among sixth-grade pupils and to determine their comparative validity, reliability, and practical value from the point of view of administration.

MacLatchy, Josephine H. "An Oral-Reading Test as an Appraisal of Progress," *Educational Research Bulletin*, 28 (December 7, 1949) 230-39.

Analyzes at two periods the achievement of different groups of pupils, as measured by Gral Oral Reading Test, to determine its value in appraising progress.

Manolakes, George. "Needed Research in Reading," *Educational Leadership,* 15 (January 1958) 238-42.

Discusses the research needed in reading to secure improvement in three directions: the development of a positive program of reading instruction, more effective teaching and learning experiences, and consistency with the growth and development of children.

Murphy, Harold D. and Davis, Frederick B. "A Note on the Measurement of Progress in Remedial Reading," *Peabody Journal of Education*, 27 (September 1949) 108-11.

Presents data secured from tenth- and eleventh-grade pupils which challenge the validity, because of the failure to correct for chance, of the large gains reported frequently as a result of remedial training.

Nafziger, Ralph O.; MacLean, Malcolm, Jr.; and Engstrom, Warren. "Useful Tools for Interpreting Newspaper Readership Data," *Journalism Quarterly*, 28 (Fall 1951) 441-56.

Presents data from two studies of Minnesota newspapers in support of the contention that frequency distribution charts and factor analyses can be used to distinct advantage in the analysis of readership data.

Pond, Frederick L. "A Simplified Method for Scoring an Inventory of Reading Experiences," *Journal of Educational Research*, 45 (April 1952) 585-97.

Describes the basic ideas underlying a simplified method of evaluating, through a questionnaire technique, the reading experience of pupils and the steps involved in the development of the inventory of reading experiences; presents data relating to its reliability.

Robinson, H. A. "A Note on the Evaluation of College Remedial Reading Courses," *Journal of Educational Psychology*, 41 (February 1950) 83-96.

Points out significant shortcomings with respect to the validation of techniques used in many studies of remedial training at the college level and reports an appraisal of remedial training in Yale University in terms of student attitude toward a remedial course and its effect on academic performance.

Robinson, Helen M. *Conference on Coordination of the Cooperative Studies of First Grade Reading.* 22 p. (CRP-F-035, OEC-4-10-141, Chicago University, 1964)

ED 003 836, microfiche $0.65, hard copy $3.29 from EDRS.

Describes a conference to plan cooperative first-grade studies from 1964-65.

Savage, R. D. and O'Connor, D. J. "Research Notes—The Assessment of Reading and Arithmetic Retardation in the School," *British Journal of Educational Psychology*, 36 (November 1966) 317-18.

Proposes a formula for predicting reading and arithmetic levels for 7-year-olds of a given IQ on the basis of intercorrelations between IQ, reading quotient, and arithmetic quotient for 419 7½-year-old children.

Schneyer, J. Wesley. "Significant Reading Research at the Secondary School Level," *Reading Instruction in Secondary Schools.* Perspectives in Reading No. 2, 131-49. (Newark, Delaware: International Reading Association, 1964.)

Reviews 36 investigations made during the last 25 years, selected to examine the nature and direction of research concerning reading at the secondary level.

Scott, C. Winfield. "A 'Forest' View of Present Research in Reading," *Educational and Psychological Measurement*, 14 (Spring 1954) 208-14.

Reviews the major characteristics of research in reading during the period 1940-50 and makes constructive suggestions for the improvement of research in this field.

Simon, J. "French Research in the Teaching of Reading and Writing," *Journal of Educational Research*, 50 (February 1957) 443-59.

Presents a brief overview of the nature of the research in reading and writing which has been reported in France during recent decades; includes a bibliography of 38 items.

Sipay, Edward R. "Interpreting the USOE Cooperative Reading Studies," *The Reading Teacher*, 22 (October 1968) 10-16, 35.

Points out 11 limitations to be considered when interpreting the findings of the U.S. Office of Education Cooperative First Grade studies.

Smith, Carl B. and Austin, Mary C. "Conducting a National Study of Title I Reading Programs," Reading Research Quarterly, 4 (Spring 1969) 323-41.

Describes the design and procedures of a national study of ESEA/Title I reading programs in order to determine their types and scope and to identify promising practices and model programs.

Smith, Donald E. P. "Research Trends in the Psychology of Reading," *Exploring*

the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universitites, 5 (1955) 44-51.

Presents findings of a comparative study of the nature of the research in the psychology of reading, based on a sampling of research reported during 1945, 1950, and 1955.

Smith, Lawrence J. "Research Workers in Selected School Subjects," *Journal of Educational Research,* 45 (December 1951) 255-73.

Reviews Brownell's 1933 analysis of previous investigations in reading and arithmetic and presents the results of a similar analysis in reading, arithmetic, spelling, and English published up to 1948 to identify trends in the number of studies reported and the extent of research by individuals.

Smith, Nila Banton. "Research in Reading and the Emotions," *School and Society,* 81 (January 8, 1955) 8-10.

Presents a brief overview of the nature of the research in this field (as revealed by 34 pertinent studies), major findings, and recent trends in the types of problems studied.

Solomon, Richard L. and Postman, Leo. "Frequency of Usage as a Determinant of Recognition Thresholds for Words," *Journal of Experimental Psychology,* 43 (March 1952) 195-201.

Criticizes the use of such indexes of word frequency as the Thorndike List provides and reports the results of a controlled experiment involving university students as subjects to determine the relationship between tachistoscopic recognition thresholds for words and frequency of prior usage of the words.

Stanley, Julian C., Jr. "On the Adequacy of Standardization Tests, Administered to Extreme Norm Groups," *Peabody Journal of Education,* 29 (November 1951) 145-52.

Questions the advisability of using a test over a wider range of grades than those for which it was standardized as a result of an analysis of data secured through giving the Nelson-Denny Reading Test to a ninth-grade class.

Summers, Edward G. "Reading Research Literature: Identification and Retrieval," *Reading Research Quarterly,* 4 (Fall 1968) 5-48.

Presents the results of a project to collect, organize, and analyze reading research reported in the journal literature for the period of 1884 to 1965-66 and identifies core journals over the period.

Swineford, Frances and Miller, Peter M. "Effects of Directions Regarding Guessing on Item Statistics of a Multiple-Choice Vocabulary Test," *Journal of Educational Psychology*, 44 (March 1953) 129-39.

Summarizes and interprets data from 801 testees (1) to determine the amount of guessing that is likely to occur under different instructions and to find what relationship may exist between amount of guessing and performance in the area covered by the test and (2) to determine the effects of guessing on various statistics.

Townsend, Agatha. "Another Look at Reading Interests," *The Reading Teacher*, 13 (April 1960) 297-98, 301-02.

Reviews trends in amount of research relating to reading interests, points out significant weaknesses in reported research, and suggests the nature of needed research in the field.

Part II
Research Summaries

The citations in this section of the bibliography are of four kinds: (1) periodic summaries of investigations in reading, such as the Annual Summary initiated by William S. Gray, the Theodore Harris (*et al.*) summary appearing in the *Journal of Educational Research,* and the AERA review; (2) periodic summaries of investigations in one aspect of reading research, such as secondary reading and college reading; (3) periodic summaries of doctoral research in reading prepared by Edward G. Summers and others; and (4) summaries of research on particular topics, such as vocabulary development. Citations are in the form of both bibliographies and reviews.

Ai, J. W. "A Report on Psychological Studies of the Chinese Language in the Past Three Decades," *Journal of Genetic Psychology,* 76 (June 1950) 207-20.

Presents brief summaries of studies relating to such items as Chinese vocabulary, interest factors in children's reading, and speed of oral and silent reading.

Benton, Arthur L. and Bird, Joseph W. "The EEG and Reading Disability," *American Journal of Orthopsychiatry,* 33 (April 1963) 529-31.

Reviews research studies in which electroencephalographic abnormalities were related to reading disability.

Betts, Emmett Albert. "Impact of Adult Reading on Pupil Achievement," *Education,* 82 (September 1961) 29-35.

Summarizes 25 studies relating to the reading of adults and children in books, magazines, and newspapers.

Bing, Lois B. "Bibliography: Visual Problems in Schools, 1945-1950," *Journal of the American Optometric Association,* 22 (May 1951) 596-605.

Classifies the references cited under the following major headings: causal factors in reading difficulty, eye-movement studies, perception, physical factors, reading rate, reading readiness, visual fatigue, and visual surveys in schools.

Bliesmer, Emery P. "Recent Research Relative to College Reading," *What the Colleges Are Doing in Reading Improvement Programs,* Southwest Reading Conferences for Colleges and Universities Yearbook, 3 (1954) 26-43.

Reviews the research reported in periodical literature during the years 1952 and 1953 relating to such issues as method used in effecting improvement, the value of

tachistoscopic training, correlation between rate and comprehension, and effects of reading improvement upon academic achievement.

Bliesmer, Emery P. "Recent Research in College Reading," *Exploring the Goals of College Reading Programs,* Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 29-43.

Summarizes chief findings of 57 studies published during 1954-55 under such headings as: reading ability and academic success; reading habits, interests, attitudes and needs; evaluations of effective reading programs; permanence of gains; methods and materials; factors in reading improvement; and reading tests.

Bliesmer, Emery P. "Review of Recent Research on College and Adult Reading," *Significant Elements in College and Adult Reading Improvement,* Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 101-14.

Summarizes the chief findings and implications of 50 pertinent studies published during the past year under such headings as: descriptions and evaluations of programs, materials related to reading programs, tests and testing, and reading ability and academic achievement.

Bliesmer, Emery P. "Review of Recent Research on College and Adult Reading," *Starting and Improving College Reading Programs,* Yearbook of the National Reading Conference, 8 (1959) 171-92.

Summarizes the results of 82 research reports under the headings: reading programs; reading and study, skills and habits – status indications; influence of skills and habits; factors influencing skills and habits; tests; and eye movements and controlled reading.

Bliesmer, Emery P. "1959 Review of Research on College and Non-College Adult Reading," *Research and Evaluation in College Reading,* Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 49-62.

Summarizes the major findings of 54 reports under the following headings: reading programs, tests, factors influencing reading and study skills, and miscellaneous.

Bliesmer, Emery P. "1962 Review of Research in College-Adult Reading," *New Developments in Programs and Procedures for College-Adult Reading,* Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 230-48.

Reviews 64 entries dealing with reading programs, reading and study skills, tests and testing.

Bliesmer, Emery P. "1963 Review of Research in College-Adult Reading," *New Concepts in College-Adult Reading,* Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 177-87.

Reviews 39 reports of research that pertain to the area of college-adult reading, including reading programs, factors influencing reading and study skills, influence of reading skills, and a miscellaneous section.

Bliesmer, Emery P. "1964 Review of Research in College-Adult Reading," *The Philosophical and Sociological Bases of Reading,* Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 237-56.

Reviews 78 studies, most of which were published during the year previous to September 1964, and reviews research related to college-adult reading.

Bliesmer, Emery P. "1966 Review of Research in College-Adult Reading," *Junior College and Adult Reading Programs: Expanding Fields,* George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 268-90.

Summarizes under five broad major headings 121 research reports dealing with college-adult reading.

Bliesmer, Emery P. "The Status of Research in College Reading," *Evaluating College Reading Programs,* Oscar S. Causey and Albert J. Kingston, Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 28-38.

Summarizes and discusses somewhat critically the results of 48 research studies under such headings as: surveys of college reading programs, effectiveness of methods used, effectiveness of mechanical devices, and permanence of gains.

Bliesmer, Emery P. and Lowe, Alvin J. "1960 Review of Research on College and Non-College Adult Reading," *Phases of College and Other Adult Reading Programs,* Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 150-70.

Summarizes the major findings of 75 reports.

Bliesmer, Emery P. and Lowe, Alvin J. "1961 Review of Research on College-Adult Reading," *Problems, Programs and Projects in College-Adult Reading,* Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 189-205.

Presents a review and bibliography of 90 reports of research on college-adult reading published in 1961.

Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Eduction: 1965," *English Journal,* 55 (May 1966) 591-608.

Summarizes 49 research studies relating to English language arts at elementary, secondary, and college levels, one section of which deals with the teaching of literature and reading.

Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1966," *English Journal,* 56 (May 1967) 681-96.

Abstracts some recent studies on secondary school English, three of which deal with reading.

Blount, Nathan S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1967," *English Journal,* 57 (May 1968) 710-24.

Summarizes 40 research studies relating to English language arts in secondary education including one section on reading.

Cleland, Donald L. "Seeing and Reading," *American Journal of Optometry and Archives of American Academy of Optometry,* 30 (September 1953) 467-81.

Summarizes the results of more than 30 studies relating to types of cues to word recognition, nature of the reading process, visual factors in reading, and effect of prolonged reading on visual fatigue.

Clymer, Theodore and Robinson, Helen M. "Reading," *Language Arts and Fine Arts, Review of Educational Research,* 31 (April 1961) 130-44.

Discusses significant research findings in the field of reading since April, 1958; contains 117-item bibliography.

Committee on Reading. *Studies in Reading,* 1-2. Publications of the Scottish Council for Research in Education, 26 (London, England, Warwick Square: University of London Press, Ltd., 1948) 212 p.

Reports a series of studies by different investigators under such titles as The Early States of Resding: A Review of Recent Investigations; A Preliminary Investigation of the Vocabulary of Scottish Children Entering School; Word Count of Infant Readers; and Vocabulary of Comics.

Cranney, A. *Garr.* "Recent Research in College and Adult Reading," *College and*

Adult Reading. Annual Yearbook of the North Central Reading Association, 2 (1963) 25-43.

Summarizes research in college and adult reading published since 1962 and reviews 25 studies under three headings: reading programs; reading habits, traits, and characteristics; and skill effects, tests, comprehension, and other areas.

Cranney, A. Garr. "Selected Research in College and Adult Reading," *Journal of Developmental Reading,* 7 (Winter 1964) 77-88.

Gives a summary of 43 selected investigations concerning reading programs; descriptions and evaluations; reading habits, traits and characteristics; and skill effects, tests, comprehension, and other areas.

Dale, Edgar and Razik, Taher. *Bibliography of Vocabulary Studies.* Second Revised Edition. (Columbus, Ohio: Bureau of Educational Research and Service, Ohio State University, 1963) 257 p.

Presents a revision of the 1957 edition (revision containing 542 new items) of a comprehensive bibliography of published and unpublished vocabulary studies including 3,125 titles organized under 26 subject headings and indexed by author.

Dale, Edgar and Reichert, Donald. *Bibliography of Vocabulary Studies,* Revised Edition. A Payne Fund Communication Project (Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1957) 174 p.

Offers a revision of the 1949 issue, including a total of 756 new titles making a total of 2,601, classified under 26 major headings.

Dale, Edgar and Seels, Barbara, Comps. *Readability and Reading–An Annotated Bibliography.* (Newark, Delaware: International Reading Association, 1966) 13 p.

Presents a selective annotated bibliography of recent and classic references on readability and reading under nine major headings.

Davis, Frederick B. "Research in Reading in High School and College," *Review of Educational Research,* 22 (April 1952) 75-88.

Presents a summary of important finds of research relating to reading at the high school level based on 122 studies published during the last 3 years.

Della-Piana, Gabriel; Stahmann, Robert F.; and Allen, John E. "Parents and Reading Achievement: A Review of Research," *Elementary English,* 65 (February 1968) 190-200.

Cites 67 sources in a review of research concerning parents and reading achievement, discussing articles under six headings.

Denny, Terry P. and Weintraub, Samuel. "Exploring First Graders' Concepts of Reading," *The Reading Teacher,* 16 (March 1963) 363-65.

Summarizes 10 references on beginners' concepts of reading.

Devine, Thomas G. "Listening," *Review of Educational Research,* 37 (April 1967) 152-58.

Cites 30 references in a review of research on listening, including research on relationships between listening and reading.

Duker, Sam. *A Bibliography on Individualized Reading.* (New York: Brooklyn College, November, 1962) 15 p.

Gives a 350-item bibliography of published and unpublished work on idividualized reading; classification scheme indicates 35 research items and grade levels of subjects studied, with 71 items in which data are not reported on the individuals concerned.

Duker, Sam. *Listening Bibliography.* (New York: Scarecrow Press, 1964) 211 p.

Presents brief annotations of 880 references concerning listening, including a number of references which relate listening to reading under such topics as predicting reading potential, correlations between reading and listening, and effects of instruction of either on the other ability.

Duker, Sam. "Master's Studies of Individualized Reading," *"Elementary English,* 40 (March 1963) 280-82.

Presents a 34-item bibliography of master's studies of individualized reading with a guide to their contents.

Durrell, Donald D. and Murphy, Helen A. "Boston University Research in Elementary School Reading: 1933-1963," *Journal of Education,* 146 (December 1963) 3-53.

Gives a summary of master's and doctoral theses in elementary school reading completed at Boston University, categorized as follows: reading readiness–75 items; reading in grade 1–102 items; reading in grades 2 and 3–110 items; and reading in intermediate grades–210 items.

Eames, Thomas H. "Some Neural and Glandular Bases of Learning," *Journal of Education,* 142 (April 1960) 1-36.

Presents an excellent summary of pertinent medical literature bearing on the task of learning to read and reading disability.

Early, Margaret, Ed. "A Summary of Investigations Relating to the English Language Arts in Elementary Education–1961," *Elementary English,* 39 (April 1962) 336-48, 366.

Reports 47 studies, 31 of which deal with reading.

Early, Margaret and Odland, Norine. "Literature in the Elementary and Secondary Schools," *Review of Educational Research,* 37 (April 1967) 178-85.

Reviews research related to the teaching of literature, citing 30 references.

Fay, Leo C.; Bradtmueller, Weldon G.; and Summers, Edward G. *Doctoral Studies in Reading 1919 Through 1960.* Bulletin of the School of Education, Indiana University, 40, No. 4. (Bloomington, Indiana: Indiana University Press, 1964) 80 p.

Lists 701 doctoral dissertations in reading under 34 categories with a summary statement for each category.

Gerberich, J. Raymond. "The First of the Three R's," *The Phi Delta Kappan,* 33 (March 1952) 345-49.

Summarizes evidence from various sources concerning the comparative efficiency in reading (a) of pupils of the same grade today and yesterday and (b) of pupils in schools following progressive and traditional programs.

Gray, William S. "Reading," *Encyclopedia of Research in Education,* Rev. Ed. 965-1005. (New York: The MacMillan Company, 1950).

Presents a summary of significant results of research in reading, classified under three headings: the sociology of reading, the physiology and psychology of reading, and the teaching of reading.

Gray, William S. "Summary of Reading Investigations: July 1, 1948 to June 30, 1949," *Journal of Educational Research,* 43 (February 1950) 401-39.

Presents an annotated bibliography of 92 scientific studies relating to reading, together with a digest of significant findings.

Gray, William S. "Summary of Reading Investigations: July 1, 1949 to June 30, 1950," *Journal of Educational Research*, 44 (February 1951) 400-41.

Presents an annotated bibliography of 98 scientific studies relating to reading and a topical summary organized under the sociology, the physiology and psychology, and the teaching of reading.

Gray, William S. "Summary of Reading Investigations: July 1, 1950 to June 30, 1951," *Journal of Educational Research,* 45 (February 1952) 401-37.

Presents an annotated bibliography of 94 studies published during the year beginning July 1, 1950, and summarizes important findings under three broad headings: the sociology of reading, the physiology and psychology of reading, and the teaching of reading.

Gray, William S. "Summary of Reading Investigations: July 1, 1951 to June 30, 1952," *Journal of Educational Research,* 46 (February 1953) 401-37.

Presents an annotated bibliography of 91 studies published during the year beginning July 1, 1951, and summarizes important findings under four headings: research in reading, the sociology of reading, the physiology and psychology of reading, and the teaching of reading.

Gray, William S. "Summary of Reading Investigations: July 1, 1952 to June 30, 1953," *Journal of Educational Research,* 47 (February 1954) 401-39.

Summarizes the chief findings of scientific studies relating to reading published during 1952-53 and includes an annotated bibliography of 123 items.

Gray, William S. "Summary of Reading Investigations: July 1, 1953 to June 30, 1954," *Journal of Educational Research,* 48 (February 1955) 401-42.

Summarizes the chief findings of scientific studies relating to reading published during 1953-54 and includes an annotated bibliography of 84 references.

Gray, William S. "Summary of Reading Investigations: July 1, 1954 to June 30, 1955," *Journal of Educational Research,* 49 (February 1956) 400-36.

Summarizes the major findings of scientific studies relating to reading published during 1954-55; includes an annotated bibliography of 91 references.

Gray, William S. "Summary of Reading Investigations: July 1, 1955 to June 30, 1956," *Journal of Educational Research,* 50 (February 1957) 401-41.

Summarizes major findings of 116 investigations relating to reading published between July 1, 1955 and June 30, 1956.

Gray, William S. "Summary of Reading Investigations: July 1, 1956 to June 30, 1957," *Journal of Educational Research,* 51 (February 1958) 401-35.

Summarizes major findings of 96 investigations relating to reading, published during the year indicated.

Gray, William S. "Summary of Reading Investigations: July 1, 1957 to June 30, 1958," *Journal of Educational Research,* 52 (February 1959) 203-21.

Summarizes major findings of 118 investigations relating to reading and includes annotated bibliographical references.

Gray, William S. "Summary of Investigations Relating to Reading: July 1, 1958 to June 30, 1959," *Journal of Educational Research,* 53 (February 1960) 203-22.

Summarizes major findings of 120 investigations relating to reading, and includes an annotated bibliography.

Harris, Albert J. "Reading and Other Subject Disabilities," *Progress in Clinical Psychology,* Daniel Bower and Lawrence E. Abt, Eds. 146-60. (New York: Grune and Stratton, 1956.)

Summarizes evidence from 155 sources relative to causes of reading disabilities, diagnosis and testing, remedial instruction in reading, materials for remedial work, and remedial reading in special education.

Harris, Theodore L. "Summary of Investigations Relating to Reading: July 1, 1960 to June 30, 1961," *Journal of Educational Research,* 55 (February 1962) 197-220.

Summarizes major findings of 148 studies, July 1, 1960 to June 30, 1961.

Harris, Theodore L. "Summary of Investigations Relating to Reading," *Journal of Educational Research,* 56 (February 1963) 283-310.

Gives a summary of 112 items published during the period July 1, 1961 to June 30, 1962 pertaining to the sociology of reading, the psychology of reading, the physiology of reading, and the teaching of reading.

Harris, Theodore L. "Summary of Investigations Relating to Reading: July 1, 1962 to June 30, 1963," *Journal of Educational Research,* 57 (February 1963) 283-327.

Gives a summary of 188 items pertaining to the sociology, psychology, physiology, and teaching of reading and includes an annotated bibliography.

Harris, Theodore L.; Nudelman, Barbara; and Carlson, Elwood. "Summary of Investigations Relating to Reading: July 1, 1963 to June 30, 1964," *Journal of Educational Research,* 58 (February 1965) 243-81.

Contains a summary and annotated bibliography of 129 reports of research included under these major divisions–sociology of reading, psychology of reading, physiology of reading, and the teaching of reading.

Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading: July 1, 1964 to June 30, 1965," *Journal of Educational Research,* 59 (February 1966) 243-68.

Reviews 115 studies pertaining to reading under four major divisions–sociology of reading, psychology of reading, physiology of reading, and teaching of reading.

Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading: July 1, 1965 to June 30, 1966," *Journal of Educational Research,* 60 (March 1967) 290-320.

Reviews 143 studies pertaining to reading under four major divisions–sociology of reading, psychology of reading, physiology of reading, and teaching of reading.

Harris, Theodore L.; Otto, Wayne; and Barrett, Thomas C. "Summary and Review of Investigations Relating to Reading: July 1, 1966 to June 30, 1967," *Journal of Educational Research,* 61 (February 1968) 243-64.

Reviews 165 studies pertaining to reading under four major headings: sociology of reading, psychology of reading, physiology of reading, and teaching of reading.

Haugh, Oscar M. and Condon, Edwyna F. "Studies of the Language Arts in Grades 7-13 at the University of Kansas," *Kansas Studies in Education,* 16 (January 1966) 1-48.

Gives brief summaries of 52 master's and doctor's theses pertaining to the language arts which are classified under eight categories such as readability and reading.

Huelsman, Charles B. "Some Recent Research on Visual Problems in Reading," *American Journal of Optometry and Archives of American Academy of Optometry,* 35 (November 1958) 559-64.

Summarizes pertinent research since 1960 under the headings of outline form perception, use of the tachistoscope, and general visual achievement.

Hunnicut, C. W. and Iverson, William J. *Research in the Three R's.* (New York: Harper and Brothers, 1958) 446 p.

Presents a reasonably detailed summary of each of 37 reports of research in reading, organized under such headings as Why We Read, How We Read, Getting Ready To Read, Improving Understandings and Tastes, What Makes it Readable, and Remedying Our Weaknesses.

Inglis, W. W. "The Early Stages of Reading: A Review of Recent Investigations," *Studies in Reading,* 1. Publications of the Scottish Council on Research in Educa-

tion, 26, 1-92. (London, England – Warwick Square: University of London Press, Ltd., 1943.)

Describes and interprets the major findings of recent scientific studies in reading in so far as they relate to the early stages of reading mastery.

Johnson, Marjorie Seddon. "Factors Related to Disability in Reading," *Journal of Experimental Education,* 26 (September 1957) 1-26.

Presents a summary of evidence, contained in 179 references, relating to factors underlying disability in reading.

Josephina, Sister. "Survey of the Research Related to the Reading Ability of the Gifted," *Journal of Educational Research,* 53 (February 1960) 237-39.

Summarizes some of the major findings in reading performance as related to the gifted pupil, especially in the elementary grades.

Joslin, Ethel S. "Physical Factors in Reading," *The Columbia Optometrist,* 23 (December 1949) 6-7; 24 (February 1950) 5-6.

Presents a review of research on visual difficulties as causes of reading disability, with emphasis on visual acuity, refractive errors, myopia, astigmatism, binocular coordination, eye-muscle imbalance, fixation ability, and fusion.

Karlin, Robert. "Machines and Reading: A Review of Research," *The Clearing-house,* 32 (February 1958) 349-52.

Summarizes the results of 13 studies concerning the value in promoting growth in reading of three types of machines (flash-meters, pacers, and films) at four levels (elementary, secondary, college, and adult).

Karlin, Robert. "Research in Reading," Elementary English, 37 (March 1960) 177-83.

Summarizes important conclusions from 46 investigations relating to reading readiness, phonics, interests, comics and television, content fields, individual reading, and machines.

Kerfoot, James F. "Reading in the Elementary School," *Review of Educational Research,* 37 (April 1967) 120-33.

Reviews elementary reading research published between July 1963, and June 1966, and in addition to bibliographies and reviews, it includes methods, U.S. Office of Education first-grade studies, early reading and readiness, factors in success and failure, inservice programs and evaluation, and interests and tastes.

Ketcham, Mrs. Herbert E. "What Research Says About Personality Factors and College Reading Ability," *Journal of the Reading Specialist,* 5 (December 1965) 54-58.

Gives a review of research on college reading as related to different personality factors classified under three categories – family background, personal factors, and academic factors.

Keyser, Margaret Lee. "Research in Reading in the Elementary School," *Language Arts and Fine Arts, Review of Educational Research,* 22 (April 1952) 65-75.

Summarizes important findings of research during the last 3 years based on a bibliography of 65 references relating to reading at the elementary school level.

King, Martha L. and Ellinger, Bernice D. "An Annotated Bibliography of Critical Reading Articles," *Elementary English,* 44 (April 1967) 365-77.

Summarizes 119 articles published since 1940 under three headings – theoretical articles, research reports, and methods and materials for teaching critical reading.

Klare, George R. *The Measurement of Readability.* (Ames: Iowa State University Press, 1963) 328 p.

Presents a comprehensive review of research and summary of findings concerning readability and its measurement and contains an annotated bibliography of 482 items on readability, categorized under eight subheads.

Knight, Elva E. "Personality Development Through Reading," *The Reading Teacher,* 7 (October 1953) 21-29.

Gives a summary of previous studies, the results of which are organized under the following headings: personality and the teacher of reading, basic philosophy of reading, and relating personal development with reading development.

Laffey, James L. *Recent Reviews and Bibliographic Resources for Reading Research.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 84 p. ED 013 344, microfiche $0.65, hard copy $3.29 from EDRS.

Provides a collection of 259 general sources of information on reading including research reviews, analyses of particular topics, and lists of references from 1957 to 1966.

Lamana, Peter A. "A Summary of Research on Spelling as Related to Other Areas of the Language Arts," *Journal of the Reading Specialist,* 6 (October 1966) 32-39.

Presents abstracts of 16 studies related to spelling and reading and summarizes data from these studies in tabular form.

Langer, John H. "Vocabulary and Concept Development," *Journal of Reading,* 10 (April 1967) 448-56.

Notes 18 references in a review of research pertaining to vocabulary and concept development, including some studies related to reading.

McCullough, Constance M. "Reading," *Language Arts and Fine Arts, Review of Educational Research,* 28 (April 1958) 96-106.

Summarizes important findings of 77 scientific studies of reading published during the years 1955 through 1957, under the headings of general status, factors related to reading, developmental programs, improvement of reading, vocabulary, word analysis, comprehension, and materials for reading.

Miller, David. "A Review of Speed-Reading Theory and Techniques For the Opthalmologist," *American Journal of Opthalmology,* 62 (August 1966) 334-38.

Includes 35 references in a review and discussion of research related to speed reading.

Muskopf, Allan F. and Robinson, H. Alan. "High School Reading–1965," *Journal of Reading,* 10 (November 1966) 78-87.

Presents the eight annual summary, which includes 88 items, of professional literature on junior and senior high school reading.

National Educational Association, Research Division. *The Three R's Hold Their Own at the Midcentury: A Summary of Research Studies Prepared With The Assistance of Directors of Research in City School Systems.* (Washington: National Education Association, April 1951) 28 p.

Reports results of standardized tests conducted in city school systems over the last 30 years and derives the general impression that present day pupils for the most part equal, and often excel, the achievement of pupils in similar grades in the past.

Nolan, Carson Y. and Ashcroft, Samuel C. "The Visually Handicapped," *Review of Educational Research,* 39 (February 1969) 52-70.

Includes a review of research done in tactile reading between 1966 and 1968 in a general review of studies related to the visually handicapped.

Otto, Henry J. and Flournoy, Frances. "Printed Materials," *Review of Educational Research,* 26 (April 1956) 115-24.

Summarizes the results of 81 studies relating to various aspects of printed materials under such headings as textbook content, interest factors, international understanding, textbook presentation and format, and physical characteristics such as typography and readability.

Petty, Walter T. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1962," *Elementary English,* 40 (February 1963) 150-64, 201.

Reviews 58 studies in the field of the language arts in elementary education, of which 42 are in reading, done during the period of December 1961 to December 1962.

Petty, Walter T. and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1963," *Elementary English,* 41 (February 1964) 119-37.

Deals with a summary of 69 studies, 37 of which relate to reading.

Petty, Walter T. and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964," *Elementary English,* 42 (April 1965) 411-30.

Presents the fourth annual summary which includes 67 studies, 47 in reading and 10 research summaries, 7 of which deal with reading.

Petty, Walter T. and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1965," *Elementary English,* 43 (March 1966) 252-77.

Summarizes 99 studies relating to English language arts in the elementary school.

Petty, Walter T. and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1966," *Elementary English,* 44 (April 1967) 392-401, 430; 44 (May 1967) 492-517.

Summarizes 115 studies relating to English language arts in the elementary school.

Plessas, Gus P., Comp. *Sources of Reading Research–An Annotated Bibliography.* (Newark, Delaware: International Reading Association, 1965) 6 p.

Compiles a 39-item annotated bibliography on sources of reading research including standard references, journals and periodicals, and bibliographies and summaries.

Raines, Shirley and Tait, Arthur T. "Emotional Factors in Reading Retardation," *California Journal of Educational Research,* 2 (March 1951) 51-56.

Summarizes the findings of several objective studies presenting data that bear upon the relationship between emotional factors and reading retardation.

Rankin, Earl F., Jr. "The Cloze Procedure–A Survey of Research," *The Philosophical and Sociological Bases of Reading,* Eric L. Thruston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 133-50.

Reviews 41 studies related to the cloze procedure as a measuring instrument and as a teaching device.

Ray, Darrel D. "A Summary of Investigations Evaluating College Reading Improvement Programs," *Journal of the Reading Specialist,* 3 (June 1964) 58-67.

Presents tabular summary of 19 representative studies that evaluate college reading improvement programs.

Robinson, H. Alan and Dramer, Dan S. "High School Reading–1958," *Journal of Developmental Reading,* 3 (Winter 1960) 94-105.

Describes the first of a series of annual summaries of the professional literature on junior and senior high school reading, including pertinent scientific studies.

Robinson, H. Alan and Dramer, Dan S. "High School Reading–1959," *Journal of Developmental Reading,* 4 (Autumn 1960) 25-40.

Presents the second in a series of annual summaries of the professional literature on junior and senior high school reading, including reports on research.

Robinson, H. Alan and Dramer, Dan S. "High School Reading–1960," *Journal of Developmental Reading,* 5 (Autumn 1961) 3-14.

Presents a third annual summary of professional literature on junior and senior high school reading, including some research reports.

Robinson, H. Alan and Muskopf, Allan F. "High School Reading–1961," *Journal of Developmental Reading,* 6 (Autumn 1962) 26-40.

Presents the fourth annual summary of professional literature on junior and senior high school reading.

Robinson, H. Alan and Muskopf, Allan F. "High School Reading–1962," *Journal of Developmental Reading,* 7 (Autumn 1963) 7-23.

Presents the fifth annual summary of professional literature on junior and senior high school reading, including 66 items.

Robinson, H. Alan and Muskopf, Allan F. "High School Reading–1963," *Journal of Reading,* 8 (November 1964) 85-96.

Presents the sixth annual summary of professional literature on junior and senior high school reading, including 72 items.

Robinson, H. Alan and Muskopf, Allan F., "High School Reading–1964," *Journal of Reading,* 9 (November 1965) 75-92.

Presents the seventh annual summary of professional literature on junior and and senior high school reading, including 66 items.

Robinson, Helen M., Ed. *Clinical Studies in Reading,* 2. Supplementary Educational Monographs, No. 77. (Chicago, Illinois: University of Chicago Press, 1953) 190 p.

Reports a series of studies of reading, with emphasis on visual problems, made by the staff members and graduate students doing work in the University of Chicago Reading Clinic.

Robinson, Helen M. "Factors Which Affect Success in Reading," *Elementary School Journal,* 55 (January 1955) 263-69.

Summarizes the results of studies relating to factors effecting success in reading which were classified under two headings: characteristics of the learner and factors outside the learner.

Robinson, Helen M. "Personality and Reading," *Modern Educational Problems* Arthur E. Traxler, Ed. Educational Conference Report, 17 (1952) 87-99.

Summarizes the findings of research concerning personality and reading, grouping the studies reviewed in terms of the methods used in evaluating personality.

Robinson, Helen M. "Summary of Investigations Relating to Reading: July 1, 1959 to June 30, 1960," *Journal of Educational Research,* 54 (February 1961) 203-20.

Summarizes major findings of 101 investigations relating to reading; includes an annotated bibliography.

Robinson, Helen M. "Summary of Investigations Relating to Reading: July 1, 1960 to June 30, 1961," *Reading Teacher,* 15 (January 1962) 293-321.

Gives an annotated bibliography of 144 topics and a summary of the research related to reading.

Robinson, Helen M. "Summary of Investigations Relating to Reading: July 1, 1961 to June 30, 1962," *The Reading Teacher,* 16 (January 1963) 285-322.

Presents an annotated bibliography of 180 items and a summary of the research reported in them.

Robinson, Helen M. "Summary of Investigations Relating to Reading: July 1, 1962 to June 30, 1963," *The Reading Teacher,* 17 (February 1964) 326-92.

Gives an annotated bibliography of 185 items and a summary of the research reported therein.

Robinson, Helen M.; Weintraub, Samuel; and Hostetter, Carol A. "Summary of Investigations Relating to Reading: July 1, 1963 to June 30, 1964," *The Reading Teacher,* 18 (February 1965) 331-428.

Presents an annotated bibliography of 264 items and a summary of research classified into six major areas.

Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading: July 1, 1964 to June 30, 1965," *Reading Research Quarterly,* 1 (Winter 1965) 5-126.

Gives a summary and an annotated bibliography of 236 studies in reading classified under six major categories.

Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading: July 1, 1965 to June 30, 1966," *Reading Research Quarterly,* 2 (Winter 1966-67) 7-141.

Summarizes and annotates 306 studies in reading classified under six major categories–summaries of specific aspects of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners.

Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading: July 1, 1966 to June 30, 1967," *Reading Research Quarterly,* 2 (Winter 1968) 151-301.

Summarizes and annotates 310 studies in reading classified under six major headings: summaries of specific aspects of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners.

Robinson, Helen M.; Weintraub, Samuel; and Smith, Helen K. "Summary of Investigations Relating to Reading: July 1, 1967 to June 30, 1968," *Reading Research Quarterly,* 4 (Winter 1969) 129-316.

Summarizes and annotates 376 studies in reading classified under six major

headings: Summaries of specific aspects of reading research, teacher preparation and practice, sociology of reading, physiology and psychology of reading, the teaching of reading, and reading of atypical learners.

Sampson, Olive C. "Reading and Adjustment: A Review of Literature," *Educational Research,* 8 (June 1966) 184-90.

Summarizes findings reported in 44 studies and reviews of research concerning relationships between reading achievement and personality adjustment.

Sartain, Harry. *Individualized Reading–An Annotated Bibliography.* (Newark, Delaware: International Reading Association, 1964) 8 p.

Presents a 62-item annotated bibliography on individualized reading including descriptions of programs, book lists, research summaries, and experimental studies.

Schick, George B. "Research and Development in Vocabulary Improvement Courses," *Problems, Programs and Projects in College-Adult Reading,* Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 113-19.

Contains a 54-item bibliography of articles, research reports, and textbook considerations of vocabulary improvement and reviews some items.

Scipione, Alice M. "Eye-Movements As Related To Reading," *The Columbia Optometrist,* 27 (February 1953) 5-8; (May 1953) 3-4.

Discusses significant characteristics of eye movements in reading based on the results of 22 pertinent investigations.

Sheldon, William D. "Readings. Instruction," *Language Arts and Fine Arts, Review of Educational Research,* 25 (April 1955) 92-106.

Summarizes the chief findings of 135 scientific studies relating to instructional problems in reading, published since April 1952.

Sheldon, William D. and Lashinger, Donald R. "A Summary of Research Studies Relating to Language Arts in Elementary Education, Part I," *Elementary English,* 45 (October 1968) 794-817.

Reviews eighty elementary language arts research studies reported in journals between January 1967, and December 1967, under four categories: research summaries and listings, language, written composition, and studies in reading.

Sheldon, William D. and Lashinger, Donald R. "A Summary of Research Studies

Relating to Language Arts in Elementary Education: 1967, Part II," *Elementary English,* 45 (November 1968) 906-26.

Reviews 68 elementary language arts research studies reported in journals between January 1967, and December 1967, under the following categories: programs and grouping practices, vocabulary and word analysis, reading achievement and some correlates, interests and literature, special problems and reading.

Sizemore, Robert. "Reading Interests in Junior High School," *Education,* 83 (April 1963) 473-79.

Summarizes 20 investigations, reported during the past two decades, into the reading interests of junior high school students.

Smith, Nila Banton. "Readiness for Reading," *Elementary English,* 27 (January 1950) 31-39; (February 1950) 91-106.

Summarizes significant findings of recent research relating to readiness for reading, as reported in 136 articles, books and reports, organized under the following headings: the evolution of the concept, physiological readiness, intellectual readiness, emotional readiness, social readiness, experiential readiness, and needed research.

Sommerfeld, Roy E. "Some Recent Research in College Reading," *Techniques and Procedures in College and Adult Reading Programs,* Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 56-72.

Summarizes research in reading during the latter months of 1955 and during 1956 under such headings as typography, readability and understandability, factors related to reading, reading and college success, and speed vs. comprehension.

Spache, George D. *Classroom Organization for Reading Instruction – An Annotated Bibliography.* (Newark, Delaware: International Reading Association, 1965) 19 p.

Annotates 111 items on classroom organization for reading instruction divided into areas such as homogeneous-heterogeneous, cross-class, nongraded, team teaching, individualized, and comparative studies.

Squire, James R. "What Does Research in Reading Reveal–About Attitudes Toward Reading?" *English Journal,* 58 (April 1969) 523-33.

Summarizes in five categories findings from 6 references, covering the years 1927 to 1968, on attitudes toward reading.

Staiger, Ralph C. "Language Arts Research, 1958," *Elementary English,* 36 (November 1959) 502-10.

Lists 284 research studies relating to reading reported as completed or in progress during 1958 and includes a corresponding list for 1956 that appeared in the April 1957 issue of *Elementary English.*

Staiger, Ralph C. "Language Arts Research, 1960," *Elementary English,* 38 (March 1961) 175-86.

Lists author, title, and subject for 312 pieces of research either completed or under way in the area of language arts during the calendar year 1960.

Staiger, Ralph C. "Language Arts Research, 1962," *Elementary English,* 40 (April 1963) 362-69, 378.

Gives a compilation of 221 research topics in progress or completed since 1960, of which 99 deal with reading as follows: elementary, 61; high school, 21; college, 12; and corrective, 5.

Staiger, Ralph C. "Language Arts Research, 1964, Part 1 and Part 2," *Elementary English,* 42 (April 1965) 433-45; (May 1965) 513-26.

Reports a compilation of 454 research studies in progress or completed in 1964 of which 200 deal with reading as follows–elementary, 140; secondary, 15; college and adult, 8; and corrective, 37.

Staiger, Ralph C. "Language Arts Research, 1966," *Elementary English,* 64 (October 1967) 617-38.

Lists 381 research studies in language arts (including reading) underway or completed during 1966.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-60," *English Journal,* 50 (February 1961) 111-25.

Describes the results of research in the language arts; includes an 84-item bibliography.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-61," *English Journal,* 51 (February 1962) 123-40.

Assembles the results of research, including a 90-item bibliography, 31 items of which deal with reading.

Strom, Ingrid. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1961-1962," *English Journal*, 52 (February 1963) 118-36.

Gives a summary of 102 items, 43 of them dealing with reading.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1962-1963," *English Journal,* 53 (February 1964) 110-35.

Summarizes 107 items, more than a third dealing primarily with reading.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1963-1964," *English Journal,* 54 (March 1965) 238-55.

Summarizes research which relates to English language arts in secondary education, along with a bibliography of 77 titles, many of which deal with reading.

"Summary Research Abstracts," *Journal of the Reading Specialist,* 4 (March 1965) 63-67.

Presents brief abstracts of 11 selected studies pertaining to different aspects of reading.

"Summary Research Abstracts," *Journal of the Reading Specialist,* 5 (October 1965) 27-39.

Gives short abstracts of 27 selected studies on vocabulary classified under the primary and elementary levels.

"Summary Research Abstracts," *Journal of the Reading Specialist,* 5 (December 1965) 70-78.

Presents short abstracts of 18 selected studies on vocabulary classified under the elementary, secondary, and college levels.

"Summary Research Abstracts," *Journal of the Reading Specialist,* 5 (March 1966) 121-27

Presents brief summaries of 13 selected studies classified under either vocabulary or concepts and/or critical reading at the preschool, primary, elementary, or college level.

"Summary Research Abstracts," *Journal of the Reading Specialist,* 5 (May 1966) 174-89.

Presents brief summaries of 32 selected studies classified under either concepts and/or critical reading or methods at the primary, elementary, secondary, or college-adult level.

Summers, Edward G. "Dissertations in College Reading: 1918 to October, 1960," *Journal of Developmental Reading,* 4 (Summer 1961) 268-71.

Lists 61 dissertations completed during the period surveyed.

Summers, Edward G. "Doctoral Dissertation Research in Elementary and Secondary Reading: 1958, 1959, and 1960," *Journal of Developmental Reading,* 5 (Summer 1962) 232-44.

Lists titles of 111 dissertations classified by topic.

Summers, Edward G. "Doctoral Dissertation Research in Reading Reported for 1961—Part 1," *Journal of Developmental Reading,* 6 (Winter 1963) 87-105; Part 2, 6 (Spring 1963) 156-75.

Presents, in Part 1, abstracts of 28 doctoral studies in reading which were reported in *Dissertation Abstracts,* and in Part 2, abstracts of 56 dissertations.

Summers, Edward G. "Doctoral Dissertation Research in Reading Reported for 1962," *Journal of Developmental Reading,* 7 (Summer 1964) 223-60.

Presents an annotated bibliography of 58 doctoral dissertations as reported in *Dissertation Abstracts* for 1962 and gives a succinct summary of the doctoral research under six topics.

Summers, Edward G. "Doctoral Dissertations in Reading in Secondary School," *Journal of Reading,* 12 (May 1969) 647-54, 681-96.

Annotates 55 doctoral dissertations related to secondary reading which were reported in *Dissertation Abstracts* for 1966 and 1967.

Summers, Edward G. "Reading in the Secondary School," *Review of Educational Research,* 37 (April 1967) 134-51.

Cites 141 references in a review of research related to secondary reading published between July 1963 and June 1966, covering categories beginning with bibliographies and reviews and including program description and evaluation; reading in content areas; factors related to reading achievement; reading skills and achievement; developments of interests, tastes and attitudes; and reading problems.

Summers, Edward G. *Recent Doctoral Dissertation Research in Reading.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 214 p. ED 016 603, microfiche $0.65, hard copy $6.58 from EDRS.

Reviews 379 recent doctoral dissertations in reading which were reported in Volumes 21 and 26 of *Dissertation Abstracts.*

Summers, Edward G. *Recent Doctoral Dissertation Research in Reading, Supplement 1.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1969) 172 p. ED 028 055, microfiche $0.65, hard copy $6.58 from EDRS.

Reviews recent doctoral dissertations in reading which were reported in Volumes 27 and 28 of *Dissertation Abstracts.*

Summers, Edward G. and Longstreet, Wilma. *Recent Doctoral Dissertation Research in Reading, Supplement 2.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1970) 101 p. ED 035 793, microfiche $0.65, hard copy $6.58 from EDRS.

Reviews recent doctoral dissertations in reading which were reported in Volume 29 of *Dissertation Abstracts.*

Summers, Edward G. "Recent Research in College and Adult Reading," *Journal of Developmental Reading,* 6 (Autumn 1962) 5-14.

Presents a summary of 15 recent research reports.

Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. *Published Research Literature in Reading, 1900-1949.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 496 p. ED 013 970, microfiche $0.65, hard copy $16.45 from EDRS.

Summarizes 2,883 studies in reading including research summaries published from 1900 to 1949.

Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. *Published Research Literature in Reading, 1950-1963.* (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1967) 398 p. ED 012 834, microfiche $0.65, hard copy $13.16 from EDRS.

Summarizes 1,913 studies in reading including research summaries published from 1950-63.

Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. *Published Research Literature in Reading, 1964-1966.* (Bloomington, Indiana: ERIC Clearing-

house on Reading, 1968) 180 p. ED 013 969, microfiche $0.65, hard copy $6.58 from EDRS.

Summarizes 849 studies in reading including research summaries published from 1964-66.

Summers, Edward G. and Hubrig, Billie. "Doctoral Dissertation Research in Reading Reported for 1963," *Journal of Reading,* 9 (April 1966) 259-321; 9 (May 1966) 386-401.

Presents an annotated bibliography of 65 doctoral dissertations in reading reported for 1963 at elementary, secondary, and college and adult levels.

Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part 1," *Journal of Reading,* 10 (December 1966) 169-84, 187.

Annotates 19 doctoral dissertations reported in *Dissertation Abstracts* for 1964 and gives a brief summary of doctoral research in elementary, secondary, and college and adult reading.

Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part 2," *Journal of Reading,* 10 (January 1967) 243-57.

Annotates 26 doctoral dissertations as reported in *Dissertation Abstracts.*

Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part 3," *Journal of Reading,* 10 (February 1967) 305-27.

Annotates 41 doctoral dissertations as reported in *Dissertation Abstracts* for 1964.

Summers, Edward G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part 4," *Journal of Reading,* 10 (March 1967) 383-92.

Annotates 16 doctoral dissertations as reported in *Dissertation Abstracts* for 1964.

Summers, Edward G. and Laffey, James L. "Doctoral Dissertations in Reading in Secondary School and College," *Journal of Reading,* 11 (May 1968) 605-08, 662-74.

Annotates 22 doctoral dissertations in reading that concerned secondary students, college students, and adults and which were reported in *Dissertation Abstracts* for 1965.

Tinker, Miles A. "Recent Studies of Eye-Movements in Reading," *Psychological Bulletin,* 54 (July 1958) 215-31.

Summarizes significant findings of 72 studies of eye movements in reading, published from January 1955 to October 1957 under the headings of techniques of measurement, analysis of the reading process, training to improve eye movements, typography and eye movements, and eye movements and fatigue.

Tinker, Miles A. "The Ten More Important Legibility Studies–An Annotated Bibliography," *The Reading Teacher,* 20 (October 1966) 46-48, 53.

Summarizes 10 outstanding investigations of legibility.

Traxler, Arthur E. "Recent Findings and Trends in Research on Reading," *The Reading Teacher,* 13 (December 1959) 90-99.

Summarizes the major findings of research on reading, 1953-57, under such headings as readiness, interest, reading and other subjects, phonics, tests, speed of reading, visual defects, auditory defects, typography, diagnosis, and remedial and corrective work.

Traxler, Arthur E. and Jungeblut, Ann, with the assistance of the Educational Records Bureau Staff. *Research in Reading During Another Four Years: Summary and Bibliography,* Educational Records Bulletin, No. 75. (New York: Educational Records Bureau, May 1960) 226 p.

Summarizes the major findings of 438 scientific studies relating to reading published between July 1, 1953 and December 31, 1957 and includes annotated bibliographical references.

Vernon, M. D. *Backwardness in Reading: A Study of Its Nature and Origin.* (Cambridge: The University Press, 1958) 227 p.

Summarizes experimental and clinical studies of those who for some reason are unable to master the simple mechanics of reading, using the headings of visual perception, auditory perception, innate factors, acquired defects, and environmental factors.

Vernon, Magdalen D., Comp. "Ten More Important Sources of Information on Visual Perception in Relation to Reading," *The Reading Teacher,* 20 (November 1966) 134-35.

Summarizes 10 selected studies on visual perception and reading.

Vernon, Magdalen D., Comp. *Visual Perception and Its Relation to Reading–An Annotated Bibliography.* (Newark, Delaware: International Reading Association, 1966) 12 p.

Abstracts 55 studies under four headings–perception of shape by young children, perception of words by children, perception in backward readers, and perception of shapes, letters, and words by adults.

Wark, David M. "Twenty-Five Years of Research on Adult Reading," *The Philosophical and Sociological Bases of Reading,* Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 218-23.

Categorizes 729 studies in college and adult reading under 22 topics in rank order of their occurrence from 1935 to 1960, not citing specific references but presenting an overview of major research interests and trends over 5 5-year periods.

Wilkerson, Doxey A. "Programs and Practices in Compensatory Education for Disadvantaged Children," *Review of Educational Research,* 35 (December 1965) 426-40.

Discusses 10 investigations directed toward assessment of the effects of compensatory educational programs described as comprehensive, reading improvement, multiracial materials, preschool, and dropout programs; offers a 10-item bibliography and 11 additional references.

Williams, Joanna P. "Reading Research and Instruction," *Review of Educational Research,* 35 (April 1965) 147-53.

Reviews recent reading research on the nature of the reading process and programed teaching systems and also contains a 34-item bibliography.

Wittick, Mildred Letton. "Selected References on Elementary-School Instruction. The Subject Fields: Language Arts," *Elementary School Journal,* 64 (November 1963) 103-11.

Reports an annotated bibliography of 102 recent references in the language arts, including research reports in reading.

Witty, Paul A. "Selected References on Interests," *Education,* 83 (April 1963) 503-06.

Presents an annotated bibliography of references on interests generally, including reading interests, the articles of which are concerned with theory or application as well as with research.

Witty, Paul A. and Sizemore, Robert A. "Phonics in the Reading Program: A Review and an Evaluation," *Elementary English,* 32 (October 1955) 355-71.

Summarizes the results of available research pertaining to the use of phonics in

reading programs, including the comparative efficiency of phonic and word methods of teaching reading.

Witty, Paul A. and Sizemore, Robert A. "Reading the Comics: A Summary of Studies and an Evaluation" – I, II, and III, *Elementary English,* 31 (December 1954) 501-06; 32 (January 1955) 43-49; (February 1955) 109-14.

Summarizes the findings of about 50 studies concerning such items as the rise of the comics, amount of comic book reading, why children like comics, relation of comic book reading to school marks, intelligence, behavior, and delinquency and includes ratings of comic magazines.

Witty, Paul A. and Sizemore, Robert A. "Studies in Listening, I: Relative Values of Oral and Visual Presentations," *Elementary English,* 35 (December 1958) 538-52.

Summarizes the results of 25 studies concerning the relative merits of auditory and visual presentations (listening and reading).

Zolkos, Helena H. "What Research Says About Emotional Factors in Retardation in Reading," *Elementary School Journal,* 51 (May 1951) 512-18.

Discusses factors affecting growth in reading and summarizes the results of specific studies concerning the relation of emotional factors to progress in reading.

Part III
Research Applications

The primary distinction between Part II and Part III rests upon the critical interpretation and application of research findings in the Part III citations. Essentially all of the citations critically review research on a defined topic, such as word perception or comprehension. A high proportion of these citations review research as a basis for application by the practitioner.

Artley, A. Sterl. "Research Concerning Interrelationships Among the Langauge Arts," *Elementary English,* 27 (December 1950) 527-37.

Presents conclusions based on research concerning the interrealtionships between reading, spelling, hearing comprehension, and other language areas and skills.

Betts, Emmett Albert. "Phonics: Practical Considerations Based on Research," *Elementary English,* 3 (October 1956) 357-71.

Discusses a series of basic issues relating to phonics as reflected in 199 pertinent articles, bulletins, and reports of research.

Bing, Lois B. "A Critical Analysis of the Literature on Certain Visual Functions Which Seem to Be Related to Reading Achievement," *Journal of the American Optometric Association,* 22 (March 1951) 454-63.

Summarizes the essential findings of the relation of such visual functions as visual acuity, refractive errors, binocular coordination or muscle imbalance, fusion, and visual fields to reading achievement and suggests possible explanations for wide differences in results.

Bond, Guy L. "First Grade Reading Studies: Implementation," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 479-84.

Elaborates on the Coordinating Center Project, pointing out recent research data in the field of first-grade reading.

Brzeinski, Joseph E. "Early Introduction to Reading," *Reading and Inquiry*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 433-46.

Reports general findings of some recent investigations in an attempt to review the issue of preschool reading instruction, using 10 references.

Cazden, Courtney B. *Some Implications of Research on Language Development for Preschool Education.* 31 p. (BR-5-0215-29, OEC-5-10-239, February 1966) ED 011 329, microfiche $0.65, hard copy $3.29 from EDRS.

Reviews recent research on language development and discusses the difficulties of transforming developmental research into prescriptions.

Cutts, Warren. *Research in Reading for the Middle Grades: An Annotated Bibliography.* (Washington, D.C.: U.S. Government Printing Office, 1963) 80 p.

Presents a summary of findings of research from 1955 through 1960 followed by 238 annotated studies presented in 29 categories.

Deal, Margaret. "A Summary of Research Concerning Patterns of WISC Sub-Test Scores of Retarded Readers," *Journal of Reading Specialist,* 4 (May 1965) 101-11.

Reviews 14 studies published since 1945 to discern a pattern of performance on scores of the Wechsler Intelligence Scale for Children which typifies the retarded reader.

De Boer, John J. "What Does Research Reveal About Reading and the High School Student?" *English Journal,* 47 (May 1958) 271-81.

Summarizes and interprets research findings in 43 publications about adolescent youth in the areas of physical development, social development, child-parent relationships, individual differences, sex differences and socioeconomic differences, and the relation of all of these factors to problems of reading instruction.

Devine, Thomas G. "Reading and Listening: New Research Findings," *Elementary English,* 65 (March 1968) 346-48.

Reexamines two widely held assumptions about reading and listening by reviewing 12 recent research studies.

Durrell, Donald D. and Murphy, Helen A. "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," *Education,* 73 (May 1953) 556-60.

Reviews the results of 11 masters' and doctors' theses at Boston University under the following headings: the effect of ear training on beginning reading, the evaluation of different methods of ear training, and status studies in auditory analysis of word elements.

Eames, Thomas E. "The Relationship of Reading and Speech Difficulties," *Journal of Educational Psychology,* 41 (January 1950) 51-55.

Reviews briefly the results of 24 investigations in this area and concludes that both speech and reading troubles are very likely to stem from the same basic defect.

Early, Margaret J. "What Does Research Tell the Classroom Teacher About the Basic Causes of Reading Disability and Retardation?" *Improving Reading in the Junior High School.* Bulletin No. 10, 16-25. (Washington, D.C.: Office of Education, Department of Health, Education, and Welfare, 1957.)

Summarizes pertinent research under such headings as basic causes, mental factors, and educational causes.

Figurel, J. Allen. "What Recent Research Tells Us About Differentiated Instruction in Reading," *Reading Teacher,* 6 (September 1952) 27-33, 44.

Summarizes the results of related research under the headings: grouping of children, remedial instruction, reading readiness, and related studies.

Figurel, J. Allen. "What Research Says About Phonics," *A Report of the Annual Conference and Course on Reading,* 12 (1956) 106-24.

Bases conclusions on the findings of 28 reports and experimental studies.

Gagon, Glen S. "Modern Research and Word Perception," *Education,* 86 (April 1966) 464-72.

Summarizes and evaluates selected research on various aspects of word perception.

Gaver, Mary Virginia. "What Research Says About the Teaching of Reading and the Library," *The Reading Teacher,* 17 (December 1963) 184-91.

Gives a summary and bibliography of 40 studies concerned with the relationship between effective teaching of reading and library services.

Gillooly, William B. "The Promise of I.T.A. Is a Delusion: Yes," *Phi Delta Kappan,* 47 (June 1966) 545-50, 552-53.

Reviews and criticizes nine studies related to use of i/t/a in beginning reading.

Gray, William S. "Implications of Research for the Improvement of Reading," *Education,* 70 (May 1950) 539-47.

Utilizes the results of scientific studies of reading in discussing (1) the dimensions of the reading act; (2) reading: a series of complex activities; (3) the common elements in reading ability; (4) reading competence influenced by many personal factors; (5) growth in reading parallels total development; and (6) methods of teaching.

Gray, William S. "Needed Research in Reading," *Elementary English,* 29 (February 1952) 100-09.

Reviews previously recommended problems for study and suggests 10 problems meriting further research in each of five areas: nature of reading, practical issues faced in teaching reading, problems relating to the reader, issues arising at specific levels, and problems of special interest today.

Grotberg, Edith H. "Learning Disabilities and Remediation in Disadvantaged Children," *Review of Educational Research,* 35 (December 1965) 413-25.

Offers a 57-item bibliography in a critical review of research on the learning disabilities of disadvantaged children and the different programs designed for their remediation.

Gunderson, Doris V. "Reading Readiness, Fact and Fancy," *Journal of the Reading Specialist,* 5 (October 1965) 1-8, 11.

Reviews recent research and current opinion related to different aspects of reading readiness; contains a 14-item bibliography.

Gunderson, Doris V. *Research in Reading at the Primary Level: An Annotated Bibliography.* (Washington, D.C.: U.S. Government Printing Office, 1963) 114 p.

Gives a brief summary of findings and conclusions dealing with 19 aspects of primary reading, accompanied by 212 annotated titles published between 1955 and 1960.

Gunderson, Doris V. *Research in Reading Readiness.* (Washington, D.C.: U.S. Government Printing Office, 1964) 38 p.

Offers a summary of findings and conclusions concerning eight aspects of readiness for beginning reading, supported by a bibliography of 71 items.

Gurren, Louise and Hughes, Ann. "Intensive Phonics Vs. Gradual Phonics in Beginning Reading – A Review," *Journal of Educational Research,* 58 (April 1965) 339-47.

Reviews 22 unpublished or published reports of research to compare performances of intensive-phonic groups and gradual-phonic groups in separate experiments.

Henry, Nelson B., Ed. *Development In and Through Reading.* Yearbook of the National Society for the Study of Education, 60, Part I (1961).

Gives an interpreted summary of research, especially since 1948 and 1949, dealing with the teaching, use, and evaluations of reading from the pre-school years through college.

Hill, Walter. "Studies of Student Readers and Their Implications for College

Instruction." *Research and Evaluation in College Reading,* Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 9-20.

Summarizes the results of certain representative studies as a means of sketching an impression of our understanding of the upper-grade student reader.

Hillerich, Robert L. "An Interpretation of Research in Reading Readiness," *Elementary English,* 43 (April 1966) 359-64, 372.

Gives a critical synthesis of recent research findings on reading readiness and early reading instruction and suggests some guidelines for future research, offering a 17-item bibliography.

Hillerich, Robert L. "Studies in Reading Readiness," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 47-49.

Reviews some recent studies on reading readiness in an attempt to reach some conclusions and suggest some guidelines for research in this area.

Huus, Helen. "Interpreting Research in Children's Literature," *Children, Books and Reading,* Perspectives in Reading No. 3, 123-45. (Newark, Delaware: International Reading Association, 1964.)

Gives a summary of research concerned with children's literature, covering many of the classic studies of children's interests and preferences, the development of appreciation and tastes, the relation of mass media, and the effects of reading.

Ilg, Frances L. and Ames, Louise Bates. "Developmental Trends in Reading Behaviour," *Journal of Genetic Psychology,* 76 (June 1950) 291-312.

Presents evidence from various published sources concerning the nature and course of children's development in ability to read up to about 10 years of age.

Kingston, Albert J., Ed. "Research for the Classroom: Assigning Grades to Students in Special Reading Classes," *Journal of Reading,* 10 (October 1966) 39-42.

Cites 12 sources in summarizing research concerning grading and reporting of the reluctant reader's progress in special reading classes.

Kingston, Albert J., Ed. "Research for the Classroom: Content Textbook—Help or Hindrance," by Walter Hill. *Journal of Reading,* 10 (March 1967) 408-13.

Cites 23 references in a review of research related to readability of content area textbooks with implications for classroom instruction.

Kingston, Albert J., Ed. "Research for the Classroom: Developing Critical Reading Abilities," by William Eller and Judith Goldman Wolf. *Journal of Reading,* 10 (December 1966) 192-98.

Reviews research related to validity-type critical reading, omitting artistic or appreciative criticisms.

Kingston, Albert J., Ed. "Research for the Classroom: Improving Study Skills," by Paul C. Berg and Victor M. Rentel. *Journal of Reading,* 9 (April 1966) 343-48.

Surveys findings of recent research on study skills and cites 35 item references.

Kingston, Albert J., Ed. "Research for the Classroom: Linguistic Research and the Teaching of Reading," by Thomas G. Devine. *Journal of Reading,* 9 (March 1966) 273-77.

Cites 39 references in a review of opinion and recent research findings on the linguistic approach to teaching reading at both primary and high school levels.

Kingston, Albert J., Ed. "Research for the Classroom: Mechanical Devices for Increasing Speed of Reading," by Carl L. Rosen. *Journal of Reading,* 10 (May 1967) 569-76.

Reviews research pertaining to values and use of mechanical devices in rate training.

Kingston, Albert J., Ed. "Research for the Classroom: Programed Instruction," by Albert J. Kingston and James A. Wash. *Journal of Reading,* 9 (November 1965) 125-30.

Offers a review of research on programed instruction in the field of reading, including a 34-item bibliography.

Kingston, Albert J., Ed. "Research for the Classroom: Psychological Examinations of Newer Dimensions of Linguistics and Their Implications for Reading," by Wendell W. Weaver and Albert J. Kingston. *Journal of Reading,* 11 (December 1967) 238-42.

Reviews 23 sources concerned with the implications of linguistic research and theory for the psychological study of the reading process.

Kingston, Albert J., Ed. "Research for the Classroom: Questioning in Content

Reading," by Wendell W. Weaver and Albert J. Kingston. *Journal of Reading,* 11 (November 1967) 140-43, 150.

Reviews 25 studies pertaining to questioning procedures in content materials and reading improvement books.

Kingston, Albert J., Ed. "Research for the Classroom: Recent Developments in Readability Appraisal," by Albert J. Kingston and Wendell W. Weaver. *Journal of Reading,* 11 (October 1967) 44-47.

Reviews 27 research studies concerning the concept and measurement of readability.

Kingston, Albert J., Ed. "Research for the Classroom: Using Context to Determine Meanings in High School and College," by Lawrence E. Hafner. *Journal of Reading,* 10 (April 1967) 491-98.

Refers to 38 titles in a review of the literature pertaining to the use of context, methods of instruction to promote effective use of context, and factors related to this ability.

Kingston, Albert J., Ed. "Research for the Classroom: Visual Deficiencies and Reading Disability," by Carl L. Rosen. *Journal of Reading,* 9 (October 1965) 57-61.

Gives a review of research on the role of visual deficiencies in the causation of reading disability, including a 40-item bibliography.

Kingston, Albert J., Ed. "Research for the Classroom: The Word as the Unit of Language," by Wendell W. Weaver. *Journal of Reading,* 10 (January 1967) 262-68.

Reviews, based on 21 references, selected linguistic studies related to the minimal unit of language for effective reading.

Lee, Wayne D. "What Does Research in Readability Tell the Classroom Teacher?" *Journal of Reading,* 8 (November 1964) 141-44.

Presents a brief discussion and a 38-item bibliography on readability formulas.

Lennon, Roger T. "What Can Be Measured?" *Reading Teacher,* 15 (March 1962) 326-37.

Gives a critical review of 15 reports of research dealing with testing and implications.

Lofthouse, Yvonne M. "Individualized Reading: Significant Research," *The Reading Teacher,* 16 (September 1962) 35-37, 47.

Gives a summary and interpretation of results of some recent research on individualized reading.

Mackintosh, Helen K. "Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program," *Elementary English,* 40 (January 1963) 5-14, 55.

Summarizes progress in language arts instruction by decades, including references to research in all areas of the language arts as well as specific mention of reading.

Malmquist, Eve. "Reading Research in Scandinavia," *Reading and Inquiry,* J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 399-404.

Reviews six completed or ongoing research studies dealing with problems connected with teaching reading in the primary grades in Denmark, Norway, and Sweden.

McCullough, Constance M. Implications of Research on Children's Concepts," *The Reading Teacher,* 13 (December 1959) 100-07.

Summarizes the findings of 39 studies under what a concept is, how concepts are formed, factors influencing concept development, and what teachers can do.

McCullough, Constance M. "What Does Research Reveal About Practices in Teaching Reading?" *English Journal,* 46 (November 1957) 475-90.

Points out practices in teaching reading which research findings support, organized under such major headings as developing vocabulary, comprehension, speed of reading, tastes and appreciation, grouping for instruction, and evaluating growth in reading skills.

McDonald, Arthur S., Ed. "Research for the Classroom: Assessing the Effects of Reading Programs," *Journal of Reading,* 8 (May 1965) 417-21.

Reviews the values of high school and college reading programs along with 24 references.

McDonald, Arthur S., Ed. "Research for the Classroom: Rate and Reading Flexibility," *Journal of Reading,* 8 (January 1965) 187-91.

Reviews the literature on rate and reading flexibility based on 41 reports of research.

McDonald, Arthur S., Ed. "Research for the Classroom: The Reading of Literature," by Robert E. Shafer. *Journal of Reading,* 8 (April 1965) 345-49.

Cites 15 references in a review on the reading of literature.

McDonald, Arthur S., Ed. "Research for the Classroom: Reading Potential–Appraisal or Prediction." *Journal of Reading,* 8 (November 1964) 115-19.

Summarizes research that deals with the assessment of reading potential, including 31 reports.

McDonald, Arthur S., Ed. "Research for the Classroom: Using Standardized Tests to Determine Reading Proficiency," *Journal of Reading,* 8 (October 1964) 58-61.

Cites 19 studies in a review of the research pertaining to the use of standardized measures to assess reading competency.

McDonald, Arthur S. "What Current Research Says About Poor Readers in High School and College," *Journal of Developmental Reading,* 4 (Spring 1961) 184-96.

Reviews research concerned with reading disability at the high school and college levels; contains a 77-item bibliography.

Moore, Walter J. "Research in the Concepts of Creativity and Maturity in Reading," *University of Kansas Bulletin of Education,* 15 (February 1961) 45-58.

Presents a collection of research results, observations, and considered opinions on mature readers and reading creatively.

Moore, Walter J. "Research on the Skimming Process in Silent Reading," *University of Kansas Bulletin of Education,* 17 (November 1962) 20-28.

Reviews research on skimming published from 1914 to the present, including the author's current research, with implications for further research.

Moskowitz, Sue. "Should We Teach Reading in the Kindergarten?" *Elementary English,* 42 (November 1965) 798-804.

Reports the results of various research studies which favor or oppose the teaching of reading to preschool children.

National Conference on Research in English. *Development of Taste in Literature.* Research Bulletin of the National Conference on Research in English. (Champaign, Illinois: National Council of Teachers of English, 1963) 53 p.

Presents a report by a committee which interpreted published and unpublished research dealing with taste in literature.

Petty, Walter T.; Herold, Curtis P.; and Stoll, Earline. *The State of Knowledge About the Teaching of Vocabulary.* (Champaign, Illinois: National Council of Teachers of English, 1968) 109 p.

Identifies what scholars have claimed to know about the teaching of vocabulary, examines the validity of these claims, assesses the information gained in terms of its application in schools, and includes an extensive bibliography of published and unpublished articles and research reports.

Plessas, Gus P. and Ladley, Dorothea Macie. "Some Implications of Spelling and Reading Research," *Elementary English,* 42 (February 1965) 142-45, 200.

Includes a nine-item bibliography in a discussion of the relationship between spelling and reading.

Ruddell, Robert B. "Children's Language Development, Research and Implications," *On Becoming a Reader,* Malcolm P. Douglass, Ed. Claremont Reading Conference Proceedings, 29 (1965) 115-26.

Discusses the findings of some selected research studies germane to children's language development in an attempt to derive some instructional implications.

Ruddell, Robert B. "Oral Language and the Development of Other Language Skills," *Elementary English,* 43 (May 1966) 489-98.

Discusses findings of research dealing with the relationship between the development of speech and listening and the development of reading and writing and concludes with seven implications for teaching these language skills.

Russell, David H. "Reading Research That Makes a Difference," *Elementary English,* 38 (February 1961) 74-78.

Gives a presentation and discussion of 10 classic examples of reading research.

Russell, David H. "Research on the Processes of Thinking with Some Applications to Reading," *Elementary English,* 42 (April 1965) 370-78, 432.

Reviews the literature on thinking, including perceptual, associative, concept formation, problem solving, critical thinking, and the implications for reading and includes a bibliography of 60 items.

Russell, David H. "Some Research on the Impact of Reading," *The English Journal,* 47 (October 1958) 398-413.

Summarizes in popular style the information gleaned from research concerning the impact of reading, organized under four headings; characteristics of the reading material, content of ideas, characteristics of the reader, and overt responses as effects of reading.

Russell, David H. and Shrodes, Caroline. "Contributions of Research in Bibliotherapy to the Language-Arts Program," I and II, *School Review,* 58 (September 1950) 335-42; 58 (October 1950) 411-20.

Presents a digest of opinion and research relating to bibliotherapy, with special reference to reading, and points out implications of the findings for additional research and practice.

Sartain, Harry W. "Applications of Research to the Problem of Instructional Flexibility," *Progress and Promise in Reading Instruction,* D. L. Cleland and Elaine C. Vilseck, Eds. A Report of the Annual Conference and Course on Reading, 22 (1966) 97-113.

Presents findings from 48 references under such headings as reading in the departmentalized school, homogenous sectioning, interclass ability sectioning, variability in reading development, and practices increasing flexibility.

Sayles, Daniel G. "Recent Research in Reading: Implications for College and Adult Programs," *Journal of Developmental Reading,* 4 (Summer 1961) 217-27.

Summarizes and interprets the results of 26 studies.

Serra, Mary C. "How to Develop Concepts and Their Verbal Representations," *Elementary School Journal,* 53 (January 1953) 275-85.

Summarizes the findings reported in 34 studies concerning the influence of direct experience on concept development and vocabulary enlargement.

Shane, Harold G. "The First R," *Research Helps in Teaching the Language Arts,* John Smith, Ed. Chapter 2, 4-33. (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1955.)

Summarizes the findings of research relating to 11 basic questions distilled from hundreds on questions relating to reading asked by teachers.

Smith, Nila B. "What Research Says About Phonics Instruction," *Journal of Educational Research,* 51 (September 1957) 1-9.

Summarizes pertinent research to find answers to four questions: are schools teaching phonics?, should we teach phonics?, when should phonics instruction begin?, and how should we teach phonics?

Smith, Nila Banton. "What Research Tells Us About Word Recognition," *Elementary School Journal,* 55 (April 1955) 440-46.

Summarizes the chief results of 26 pertinent studies under three headings: how do we recognize words?, when is phonics instruction most valuable?, and what should be taught in a phonics program?

Standish, E. J. "Readiness to Read," *Educational Research,* 2 (November 1959) 29-38.

Discusses the findings and implications of 21 studies relating to various aspects of reading readiness: the task of the teacher of beginners, ascertaining stages of reading development, the use of reading tests for diagnostic purposes, the value of reading readiness tests, and teachers' attitudes towards and recognition of reading readiness.

Starr, Kathleen and Huelsman, Charles B., Jr. "Research Guidelines," *Ohio Reading Teacher,* 2 (May 1968) 16-17.

Synthesizes findings from seven sources dealing with the development of problem personalities in disabled readers and presents four implications for classroom teachers and remedial reading teachers.

Strom, Ingrid M. *Research in Grammar and Usage and Its Implications for Teaching Writing.* Bulletin of the School of Education, Indiana University, 36. (Bloomington, Indiana: Indiana University Press, 1960) 23 p.

Reviews significant studies during the last 50 years which contribute to our understanding of the relationship between one's knowledge of grammar and one's ability to communicate effectively.

Tinker, Miles A. "Experimental Studies on the Legibility of Print: An Annotated Bibliography," *Reading Research Quarterly,* 1 (Summer 1966) 67-118.

Lists, summarizes, and discusses more then 200 research studies and reports under 11 major headings including methodology, legibility of symbols and type size, leading and spacing, color of print and background, and relevant supplementary information.

Townsend, Agatha. "Helping the Gifted Reader," *The Reading Teacher,* 14 (September 1960) 46-49.

Reviews the research since 1955 on identifying the gifted and helping the gifted readers.

Townsend, Agatha. "Interrelationships Between Reading and Other Language Arts Areas," *Elementary English,* 31 (February 1954) 99-109.

Bases conclusions on the points of view and research findings presented in 80 pertinent articles and reports.

Townsend, Agatha. "Vocabulary Building in School and College," *The Reading Teacher,* 14 (November 1960) 121-22, 125.

Briefly reviews research in the area of vocabulary in the higher grades and suggests the nature of needed research in this area.

Townsend, Agatha. "What Research Says to the Reading Teacher: Applied Reading—A Bibliography," *The Reading Teacher,* 16 (December 1962) 189-91, 193-94, 201.

Reviews 20 recent studies in applied reading, that is, reading in the content areas.

Townsend, Agatha. "What Research Says to the Reading Teacher: A Bibliography on Auding," *The Reading Teacher,* 17 (April 1964) 549-51.

Presents an annotated bibliography of auditory factors—5 items; listening and reading—19 items; and tests—6 items.

Townsend, Agatha. "What Research Says to the Reading Teacher: A Bibliography on Sensory Handicaps," *The Reading Teacher,* 19 (May 1966) 677-81.

Presents an annotated bibliography of 18 reports dealing with reading research related to pupils with visual, auditory, and speech impairment.

Townsend, Agatha. "What Research Says to the Reading Teacher: Books as Therapy," *The Reading Teacher,* 17 (November 1963) 121-22.

Offers an annotated bibliography of 11 items concerned with aspects of bibliography.

Townsend, Agatha. "What Research Says to the Reading Teacher: The Classroom Teacher," *The Reading Teacher,* 19 (April 1966) 529-35.

Reviews 17 recent studies relating to preservice and inservice education of reading teachers.

Townsend, Agatha. "What Research Says to the Reading Teacher: College Reading and the Student," *The Reading Teacher,* 17 (March 1964) 469-72.

Reviews and presents an annotated bibliography of 23 recent studies on college reading.

Townsend, Agatha. "What Research Says to the Reading Teacher: Emotionality and Reading," *The Reading Teacher,* 18 (March 1965) 519-23.

Includes an 18-item bibliography on emotional problems and reading ability.

Townsend, Agatha. "What Research Says to the Reading Teacher: Evaluation and Testing for Reading Programs," *The Reading Teacher,* 18 (February 1965) 431-37.

Cites 20 references in a review of the literature on reading evaluation and testing, including a list of 10 psychological and diagnostic tests.

Townsend, Agatha. "What Research Says to the Reading Teacher: Linguistics and Reading Instruction," *The Reading Teacher,* 17 (May 1964) 623-26.

Reports recent research in linguistics as it applies to the area of reading.

Townsend, Agatha. "What Research Says to the Reading Teacher: In Other Countries and Languages," *The Reading Teacher,* 19 (January 1966) 293-97.

Gives brief annotations of 20 articles and studies selected for their attention to preparing the American reader with the necessary background for accurate interpretation on reading in other countries.

Townsend, Agatha. "What Research Says to the Reading Teacher: Reading in the Popular Press," *The Reading Teacher,* 18 (May 1965) 671-74.

Cites 19 references in an analysis of the image of reading in popular magazines.

Townsend, Agatha. "What Research Says to the Reading Teacher: Research and the Classroom Teacher," *The Reading Teacher,* 18 (April 1965) 591-94.

Offers 14 references in a review to encourage teachers to engage in research.

Townsend, Agatha. "What Research Says to the Reading Teacher: The Sociology of Reading," *The Reading Teacher,* 19 (November 1965) 125-27.

Gives an annotated bibliography of 20 studies and articles dealing with areas of communication, mass media, adult reading, and other topics related to the sociology of reading.

Townsend, Agatha. "What Research Says to the Reading Teacher: Standards and Preferences in Reading," *The Reading Teacher,* 18 (January 1965) 301-04.

Discusses the role of interest and motivation in developing standards for evaluating literature, using 15 references.

Townsend, Agatha. "What Research Says to the Reading Teacher: Ten Questions of Individualized Reading," *The Reading Teacher,* 18 (November 1964) 145-49.

Reviews questions on individualized reading and cites 17 references.

Townsend, Agatha. "What Research Says to the Reading Teacher: Tests and Measurements," *The Reading Teacher,* 16 (March 1963) 371-73.

Reports recent research in tests and measurements as it applies to the area of reading.

Townsend, Agatha. "What Research Says to the Reading Teacher: A Vocabulary in Reading," *The Reading Teacher,* 18 (December 1964) 225-31.

Reviews the research on vocabulary in reading and includes 18 references.

Townsend, Agatha. "What Research Says to the Reading Teacher: Workbooks–The Research Story," *The Reading Teacher,* 17 (February 1964) 397-400.

Reviews recent research on the use and value of workbooks.

Traxler, Arthur E. "What Does Research Suggest About Ways to Improve Reading Instruction?" *Improving Reading in the Junior High School.* Bulletin No. 10, 5-15. (Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1957.)

Raises 12 questions pertaining to the improvement of reading and presents answers derived from a review of pertinent research.

Troldahl, Verling C. "Studies of Consumption of Mass Media Content," *Journalism Quarterly,* 42 (Autumn 1965) 596-606.

Presents a critical review of research on the consumption of mass media content during the past 10 years, focusing on the way media consumption has been measured and what has been learned through use of each measure.

Vernon, Magdalen D. "I – The Investigation of Reading Problems Today," *The British Journal of Educational Psychology,* 30 (June 1960) 146-54.

Presents a critical review of previous research under the following headings: reading surveys, techniques of investigating the effects of teaching methods, studies of groups of retarded readers, and individual studies.

Weintraub, Samuel. "Children's Reading Interests," *The Reading Teacher,* 22 (April 1969) 665, 667, 669.

Surveys literature on children's reading preferences, placing emphasis on methodology of research technique rather than on findings.

Weintraub, Samuel. "The Question as an Aid in Reading," *The Reading Teacher,* 22 (May 1969) 751, 753-55.

Reviews research dealing with the science of questioning under the headings: placement of questions, question type, and question frequency.

Weintraub, Samuel. "Research," *The Reading Teacher,* 21 (November 1967) 169-73.

Cites 14 sources in summarizing the research on whether reading flexibility is practiced and whether it can be taught.

Weintraub, Samuel. "Research," *The Reading Teacher,* 21 (December 1967) 283, 285.

Reviews 11 research articles dealing with the problems encountered in reading textbooks.

Weintraub, Samuel. "Research: Audio-Visual Aids in Reading Instruction," *The Reading Teacher,* 21 (February 1968) 465-71.

Reviews 18 research studies related to the use of audiovisual aids in reading instruction.

Weintraub, Samuel. "Research: The Cloze Procedure," *The Reading Teacher,* 21 (March 1968) 567-71, 607.

Cites 13 sources in a review of the cloze procedure related to readability and to comprehension.

Weintraub, Samuel. "Research: The Development of Meaning Vocabulary in Reading," *The Reading Teacher,* 22 (November 1968) 171, 173, 175, 191.

Reviews nine studies focusing on instructional methodology for reading vocabulary and considers the usefulness of context analysis, dictionary drill, programed units, root word emphasis, cramming sessions, and incidental instruction.

Weintraub, Samuel. "Research: Eye-Hand Preferance and Reading," *The Reading Teacher,* 21 (January 1968) 369-73, 401.

Reviews selected literature in the field of eye-hand preference clustered into three groupings: changes in laterality, relationship between laterality and reading achievement, and neurological implications.

Weintraub, Samuel. "Research: Factors Related to Reading Rates," *The Reading Teacher,* 21 (April 1968) 663-69.

Reviews 24 studies concerning rate of reading under the headings: historical survey, rate of thinking, reading, and other factors related to rate of reading.

Weintraub, Samuel. "Research: Oral Language and Reading," *The Reading Teacher,* 21 (May 1968) 769-73.

Reviews studies relating maturity in oral language and reading achievement, discusses implications of the research, and posits the problems.

Weintraub, Samuel. "Research: Teachers' Reading: Quantity and Quality," *The Reading Teacher,* 21 (October 1967) 67-71.

Reviews research concerning the quantity and quality of teachers' reading.

Weintraub, Samuel. "Some Implications for Beginning Reading," *The Reading Teacher,* 22 (October 1968) 63, 65, 67.

Draws attention to implications of four findings based on five studies focused on word recognition clues and two longitudinal investigations of the processes of learning to read.

Weintraub, Samuel. "Teacher Expectation and Reading Performance," *The Reading Teacher,* 22 (March 1969) 555, 557, 559.

Cites seven studies in a review of the effect of teacher expectancy on pupil performance and raises some questions as to their implications for instruction.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Illustrations for Beginning Reading," *The Reading Teacher,* 20 (October 1966) 61-67.

Uses 14 references in a review of the literature on the effects of illustrations on comprehension, word recognition, and interest of beginning readers.

Weintraub, Samuel, Ed. "What Research Says to the Reading Teacher: Listening Comprehension," by Debrah Weiss. *The Reading Teacher,* 20 (April 1967) 639-47.

Reviews 31 investigations of listening in relationship to the other language arts, especially reading.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Pupil Conceptions of the Teacher," *The Reading Teacher,* 20 (February 1967) 441-46.

Cites 14 references related to attempts to measure pupil perceptions and evaluations of teachers.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Readiness Measures for Predicting Reading Achievement," *The Reading Teacher,* 20 (March 1967) 551-58.

Reviews 18 recent investigations on the predictive value of selected reading readiness measures.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Reading Graphs, Charts and Diagrams," *The Reading Teacher,* 20 (January 1967) 345-49.

Summarizes and discusses 15 references on teaching elementary children to read graphic materials.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Sex Differences in Reading Achievement," *The Reading Teacher,* 20 (November 1966) 155-65.

Reviews 23 studies dealing with sex differences in reading achievement, possible causal factors, and ameliorative classroom procedures.

Weintraub, Samuel. "What Research Says to the Reading Teacher: Vocabulary Control," *The Reading Teacher,* 20 (May 1967) 759-65.

Cites 12 sources of research on vocabulary control which was defined as limiting the number of new words introduced and planned repetition of those words.

Wheeler, Lester R. "The Relation of Reading to Intelligence," *School and Society,* 70 (October 8, 1949) 225-27.

Reviews the implications of several recent studies concerning the relationship of intelligence and linguistic ability to reading achievement.

Wittick, Mildred Letton. "Applying Research Findings in Word Perception to Classroom Practice," *Perception and Reading,* Helen K. Smith, Ed. International Reading Association Conference Proceedings, 12, Part 4 (1968) 125-30.

Cites 10 studies in summarizing research findings on word perception at preschool, kindergarten, and grade-1 levels.

Witty, Paul. "Children's Interest in Comics, Radio, Motion Pictures, and TV," *Educational Administration and Supervision,* 38 (March 1952) 138-47.

Summarizes the results of studies, made by the author and his coworkers at different times during the last 11 years, concerning radio listening, attending movies, reading of comics, and televiewing by children and presents implications of value to teachers and parents.

Witty, Paul. "Reading Success and Emotional Adjustment," *Elementary English,* 27 (May 1950) 281-96.

Presents evidence from research studies supporting the view that reading success often is definitely affected by the emotional adjustment of pupils.

Witty, Paul, with the assistance of Ann Coomer and Robert Sizemore. "Individualized Reading – A Summary and Evaluation," *Elementary English,* 36 (October 1959) 401-12, 450.

Reviews opinion and research concerning the nature of individualized reading and its efficiency as a mode of instruction.

Zimet, Sara F. "Children's Interest and Story Preferences: A Critical Review of the Literature," *Elementary School Journal,* 67 (December 1966) 122-30.

Cites 37 references under six major headings: a challenge to method, young child's reading interests, material, interests of boys and girls, story illustrations, and intelligence, age, maturity.

Author Index

The number given after an author's name is a page reference. Entries by more than one author are indexed by each of the authors named in the citation.

A

Ai, J. W., 17
Allen, John E., 21
Ames, Louise Bates, 48
Artley, A. Sterl, 44
Ashcroft, Samuel C., 29
Austin, Mary C., 14

B

Barrett, Thomas C., 26
Barton, Allen, 9
Barton, Allen H., 9
Benton, Arthur L., 17
Berg, Paul C., 49
Betts, Emmett Albert, 17, 44
Biemiller, Andrew, 9
Bing, Lois B., 17, 44
Bird, Joseph W., 17
Bliesmer, Emery P., 17, 18, 19
Bloom, Benjamin S., 9
Blount, Nathan S., 20
Bond, Guy L., 44
Bradtmueller, Weldon G., 23
Brzeinski, Joseph E., 44
Burns, Paul C., 30
Bush, Chilton R., 10

C

Carlson, Elwood, 25
Cazden, Courtney B., 45
Cleland, Donald L., 20
Clymer, Theodore, 20
Condon, Edwyna F., 26
Coomer, Ann, 62
Cranney, A. Garr, 20, 21
Cutts, Warren G., 45

D

Dale, Edgar, 21
Davis, Charles H., 39
Davis, Frederick B., 13, 21
Deal, Margaret, 45
De Boer, John J., 45
Della-Piana, Gabriel, 21
Denny, Terry P., 22
Devine, Thomas G., 22, 45, 49
Dolch, E. W., 10
Dramer, Dan S., 31
Duker, Sam, 22
Durrell, Donald D., 22, 45

E

Eames, Thomas E., 45
Eames, Thomas H., 22
Early, Margaret, 23
Early, Margaret J., 46
Eller, William, 49
Ellinger, Bernice D., 28
Engstrom, Warren, 13
Ennis, Philip H., 10
Entwisle, Doris R., 11

F

Fay, Leo C., 23
Figurel, J. Allen, 46
Flores, Ivan, 11
Flournoy, Frances, 29
Frase, Lawrence T., 11
Fryden, Floyd N., 10

G

Gagon, Glen S., 46

Gaver, Mary Virginia, 46
Gerberich, J. Raymond, 23
Gillooly, William B., 46
Goldish, Sidney S., 11
Goldman, Judith, 49
Gray, William S., 11, 23, 24, 25, 46
Grotberg, Edith H., 47
Gunderson, Doris V., 47
Gurren, Louise, 47

H

Hafner, Lawrence E., 12, 50
Harris, Albert J., 25
Harris, Theodore L., 25, 26
Haskins, Jack B., 11, 12
Haugh, Oscar M., 26
Henry, Nelson B., 47
Herold, Curtis P., 52
Hill, Walter, 47, 48
Hillerich, Robert L., 48
Holmes, Jack A., 12
Hostetter, Carol A., 33
Hubrig, Billie, 40
Huelsman, Charles B., 26
Huelsman, Charles B., Jr., 55
Hughes, Ann, 47
Hunnicutt, C. W., 26
Huus, Helen, 48

I

Ilg, Frances L., 48
Inglis, W. W., 26
Iverson, William J., 26

J

Johnson, Marjorie Seddon, 27
Josephina, Sister, 27
Joslin, Ethel S., 27
Jungeblut, Ann, 41

K

Karlin, Robert, 27
Kerfoot, James F., 27
Ketcham, Mrs. Herbert E., 28
Keyser, Margaret Lee, 28
King, Martha L., 28
Kingston, Albert J., 12, 48, 49
Klare, George R., 28
Knight, Elva E., 28

L

Ladley, Dorothea Macie, 53
Laffey, James, 40
Laffey, James L., 28, 40
Lamana, Peter A., 28
Langer, John H., 29
Lashinger, Donald R., 34
Lee, Wayne D., 50
Lennon, Roger T., 50
Levin, Harry, 12
Lofthouse, Yvonne M., 50
Long, John A., 12
Longstreet, Wilma, 39
Lowe, Alvin J., 19

M

Mackintosh, Helen K., 51
MacLatchy, Josephine H., 12
MacLean, Malcolm, Jr., 13
Malmquist, Eve, 51
Manolakes, George, 13
McCullough, Constance M., 29, 51
McDonald, Arthur S., 51, 52
Miller, David, 29
Miller, Peter M., 16
Moore, Walter J., 52
Moskowitz, Sue, 52
Murphy, Harold D., 13
Murphy, Helen A., 22, 45

Muskopf, Allan F., 29, 31, 32

N

Nafziger, Ralph O., 13
Nolan, Carson Y., 29
Nudelman, Barbara, 25

O

O'Connor, D. J., 14
Odland, Norine, 23
Otto, Henry J., 29
Otto, Wayne, 26

P

Petty, Walter T., 30, 52
Plessas, Gus P., 30, 53
Pond, Frederick L., 13
Postman, Leo, 15

R

Raines, Shirley, 30
Rankin, Earl F., Jr., 31
Ray, Darrel D., 31
Razik, Taher, 21
Reichert, Donald, 21
Rentel, Victor M., 49
Robinson, H. A., 13
Robinson, H. Alan, 29, 31, 32
Robinson, Helen M., 13, 20, 32, 33
Rosen, Carl L., 49, 50
Ruddell, Robert B., 53
Russell, David H., 53, 54

S

Sampson, Olive C., 34
Sartain, Harry, 34
Sartain, Harry W., 54
Savage, R. D., 14
Sayles, Daniel G., 54
Schick, George B., 34
Schneyer, J. Wesley, 14
Scipione, Alice M., 34
Scott, C. Winfield, 14
Seels, Barbara, 21
Serra, Mary C., 54
Shafer, Robert E., 51
Shane, Harold G., 54
Sheldon, William D., 34
Shrodes, Caroline, 54
Siffin, Catherine F., 39
Simon, J., 14
Singer, Harry, 12
Sipay, Edward R., 14
Sizemore, Robert, 35, 62
Sizemore, Robert A., 42, 43
Smith, Carl B., 14
Smith, Donald E. P., 14
Smith, Helen K., 33
Smith, Lawrence J., 15
Smith, Nila B., 54
Smith, Nila Banton, 15, 35, 54
Solomon, Richard L., 15
Sommerfeld, Roy E., 35
Spache, George D., 35
Squire, James R., 35
Stahmann, Robert F., 21
Staiger, Ralph C., 36
Standish, E. J., 55
Stanley, Julian C., Jr., 15
Starr, Kathleen, 55
Stoll, Earline, 52
Strom, Ingrid, 37
Strom, Ingrid M., 36, 37, 55
Summers, Edward G., 15, 23, 38, 39, 40
Swineford, Frances, 16

T-V

Tait, Arthur T., 30

Tinker, Miles A., 40, 41, 55
Townsend, Agatha, 16, 55, 56, 57, 58
Traxler, Arthur E., 41, 58
Troldahl, Verling C., 58
Vernon, M. D., 41, 58
Vernon, Magdalen D., 41

W-Z

Wark, David M., 42
Wash, James A., 49
Weaver, Wendell W., 49, 50
Weintraub, Samuel, 22, 33, 58, 59, 60, 61
Weiss, Debrah, 60
Wheeler, Lester R., 61
Wilder, David, 9
Wilder, David E., 9
Wilkerson, Doxey A., 42
Williams, Joanna P., 42
Wittick, Mildred Letton, 42, 61
Witty, Paul, 61, 62
Witty, Paul A., 42, 43
Zimet, Sara F., 62
Zolkos, Helena H., 43

Appendix

I. Instructions for ordering microfiche and hard copy document reproductions from the ERIC Document Reproduction Service

Documents are available from:

ERIC Document Reproduction Service
Leasco Information Products Company (LIPCO)
4827 Rugby Avenue
Bethesda, Maryland 20014

This information must be furnished to order documents:

1. The accession number (ED number) of the desired document
2. The type of reproduction desired—microfiche or hard copy
3. The number of copies being ordered
4. The method of payment—cash with order, deposit account, charge
   a. The book rate or library rate postage is in costs quoted
   b. The difference between book rate or library rate and first class or foreign postage (outside continental United States) rate will be billed at cost
   c. Payment must accompany orders totaling less than $10.00
5. Standing orders for microfiche cost .089 cents per fiche, special collection cost is .14 per fiche, back collection cost is .089 per fiche

EDRS will provide information on charges and deposit accounts upon request. All questions should be directed to J. Peter Maucher, Manager of Institutional Sales, or E. Brien Lewis, Manager of Client Sales at LIPCO.

II. Instructions for ordering microfilm and xerography document reproductions from University Microfilms

Documents are available from:

University Microfilms
A Xerox Company
300 North Zeeb Road
Ann Arbor, Michigan 48106

This information must be furnished to order documents:

1. The publication number
2. The author's name
3. The type of reproduction desired—microfilm or hard bound xerography
4. The number of copies ordered

There is a minimum charge of $3.00 for any order, plus shipping and handling charges and any applicable taxes. However, payment *should not* be sent with orders; the purchaser will be billed at the time of shipment.

Further information can be obtained by writing University Microfilms.

EDRS Hard Copy Price Conversion Table

The following table can be used for transcribing old EDRS hard copy prices in publications in print or in type before the March, 1971 vender change. By finding the range which covers the old EDRS hard copy price in the left-hand column, the user can convert that price to the corresponding figure in the right-hand column, which is the new EDRS hard copy price. This conversion applies, for example, to prices given within the ERIC/CRIER Basic References listed in the introduction of this publication. Note that new EDRS microfiche prices are $.65 per title.

Old EDRS/NCR price for hard copy	New hard copy price from EDRS/LIPCO
up to $5.10	$3.29
5.15-10.10	6.58
10.15-15.10	9.87
15.15-20.10	13.16
20.15-25.10	16.45
25.15-30.10	19.74
30.15-35.10	23.03
35.15-40.10	26.32
40.15-45.10	29.61
45.15-50.10	32.90
50.15-55.10	36.19
55.15-60.10	39.48

Please check new ordering information on page 67.

ERIC/CRIER and ERIC/CRIER+IRA Publications

The following publications are the cooperative products of ERIC/CRIER and IRA and are available from the International Reading Association:

***Reading Research Profiles Bibliography Series**

Leo Fay, *Organization and Administration of School Reading Programs*, International Reading Association, Newark, Delaware, 1971, 64 p. Members' price $1.00, nonmembers $1.50 from IRA.

James L. Laffey. *Methods of Reading Instruction*, International Reading Association, Newark, Delaware, 1971, 87 p. Members' price $1.00, nonmembers' $1.50 from IRA.

Roger Farr. International Reading Association, Newark, Delaware, 1971, 96 p. Members' price $1.00, nonmembers' $1.50 from IRA.

20 Year Annotated Index to** ***The Reading Teacher

Available from the International Reading Association for $3.00 to members of the Association and $3.50 to nonmembers. It is also available from EDRS (ED 031 608) in microfiche for $0.65.

***Monographs**

ERIC/CRIER monographs are published by the International Reading Association and are available to members of the Association at a special rate. The monographs are available in microfiche only from the ERIC Document Reproduction Service.

A. Sterl Artley, *Trends and Practices in Secondary School Reading*, International Reading Association, Newark , Delaware, 1968, 131 p. Members' price $3.00, nonmembers' $3.50 from IRA; ED 024 560, microfiche $0.65 from EDRS.

Ruth Strang, *Reading Diagnosis and Remediation*, International Reading Association, Newark, Delaware, 1968, 190 p. Members' price $3.00, nonmembers' $3.50 from IRA; ED 025 402, microfiche $0.65 from EDRS.

Roger Farr, *Reading: what can be measured?* International Reading Association, Newark, Delaware, 1970, 299 p. Members' price $3.25, nonmembers' $4.95 from IRA; ED 032 258, microfiche $0.65 from EDRS.

***Interpretive Papers**

This series was designed specifically to present research results in an easily readable style for special audiences. The papers are published by the International Reading Association and are available to members for $1.50 and to nonmembers for $2.00 from IRA.

Reading Problems and the Environment—The Principal's Role
ED 024 847, microfiche $0.65 from EDRS

Establishing Central Reading Clinics—The Administrator's Role
ED 024 849, microfiche $0.65 from EDRS

Treating Reading Disabilities—The Specialist's Role
ED 024 850, microfiche $0.65 from EDRS

Correcting Reading Problems in the Classroom
ED 024 848, microfiche $0.65 from EDRS

Copies of ERIC/CRIER+IRA publications can be ordered from:

International Reading Association
Six Tyre Avenue
Newark, Delaware 19711

ERIC/CRIER Reading Review Series Bibliographies
Available from the ERIC Document Reproduction Service

The ED number and microfiche and hard copy prices necessary for ordering from EDRS are given with each bibliography title.

Bibliography 1: Recent Reviews and Bibliographic Resources for Reading Research. August 1967.
ED 013 344, microfiche $0.65, hard copy $3.29.

Bibliography 2: Recent Doctoral Dissertation Research in Reading. September 1967.
ED 012 693, microfiche $0.65, hard copy $9.87.

Bibliography 3: International Reading Association Conference Proceedings Reports on Secondary Reading. September 1967.
ED 013 185, microfiche $0.65, hard copy $23.03.

Bibliography 4: International Reading Association Conference Proceedings Report on Elementary Reading. October 1967.
ED 013 197, microfiche $0.65, hard copy $39.48.

Bibliography 5: USOE Sponsored Research on Reading. March 1968.
ED 016 603, microfiche $0.65, hard copy $6.58.

Bibliography 6: Title III (PACE) Projects on Reading. March 1968.
ED 017 409, microfiche $0.65, hard copy $3.29.

Bibliography 7: Reports on Reading and the Disadvantaged: Elementary Level. April 1968.
ED 015 350, microfiche $0.65, hard copy $6.58

Bibliography 8: Reports on Reading and the Disadvantaged: Secondary Level. May 1968.
ED 016 146, microfiche $0.65, hard copy $3.29.

Bibliography 9: A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities. May 1968.
ED 020 865, microfiche $0.65, hard copy $3.29.

Bibliography 10: Research on Reading in the Content Fields: Mathematics, Science, and Social Studies. July 1968.
ED 024 538, microfiche $0.65, hard copy $6.58.

Bibliography 11: Research on Reading in the Content Fields: Language Arts and Literature. September 1968.
ED 024 539, microfiche $0.65, hard copy $9.87.

Bibliography 12: Research on Reading in the Content Fields: General and Other Subjects. October 1968.
ED 024 537, microfiche $0.65, hard copy $6.58.

Bibliography 13: Title III (PACE) Projects on Reading, 1967. August 1968.
ED 023 568, microfiche $0.65, hard copy $3.29.

Bibliography 14: Recent Doctoral Dissertation Research in Reading, Supplement 1. March 1969.
ED 028 055, microfiche $0.65, hard copy $6.58.

Bibliography 15: Research on Elementary Reading: Reading Readiness. March 1969.
ED 029 163, microfiche $0.65, hard copy $6.58.

Bibliography 16: Title III (PACE) Projects on Reading, 1968. March 1969.
ED 029 162, microfiche $0.65, hard copy $3.29.

Bibliography 17: Research on Elementary Reading: Word Recognition. June 1969.
ED 028 310, microfiche $0.65, hard copy $6.58.

Bibliography 18: Research on Reading: Word Lists. September 1969.
ED 030 778, microfiche $0.65, hard copy $3.29.

Bibliography 19: Research on Elementary Reading: Critical and Interpretive Reading. September 1969.
ED 030 779, microfiche $0.65, hard copy $3.29.

Bibliography 20: USOE Sponsored Research on Reading, Supplement 1. September 1969.
ED 031 606, microfiche $0.65, hard copy $3.29.

Bibliography 21: Current USOE Projects on Reading. September 1969.
ED 031 607, microfiche $0.65, hard copy $3.29.

Bibliography 22: Research on Reading from *Research in Education.* November 1969.
ED 032 453, microfiche $0.65, hard copy $19.74.

Bibliography 23: Research on Elementary Reading: Oral Reading. November 1969.
ED 033 265, microfiche $0.65, hard copy $3.29.

Bibliography 24: Recent Doctoral Dissertation Research in Reading, Supplement 2. March 1970.
ED 035 793, microfiche $0.65, hard copy $6.58.

Bibliography 25: Trends and Practices in Secondary School Reading: A Companion Bibliography to A. Sterl Artley's Monograph. March 1970.
ED 036 669, microfiche $0.65, hard copy $9.87.

Bibliography 26: Recent Reviews and Bibliographic Resources for Reading Research, Supplement 1. April 1970.
ED 042 592, microfiche $0.65, hard copy $3.29.

Bibliography 27: Research on Elementary Reading: Comprehension. April 1970.
ED 038 553, microfiche $0.65, hard copy $6.58.

Bibliography 28: Research on Reading from *Research in Education*, Supplement 1. June 1970.
ED 039 391, microfiche $0.65, hard copy $13.16.

Bibliography 29: Research on Elementary Reading: Interests and Tastes. August 1970.
ED 042 593, microfiche $0.65, hard copy $6.58.

ERIC/CRIER Advisory Board

Nicholas Anastasiow
Indiana University

A. Sterl Artley
University of Missouri

Wilmer Baatz
Indiana University

Thomas Barrett
University of Wisconsin

John Bormuth
University of Chicago

N. Dale Bryant
Columbia University

Donald L. Cleland
University of Pittsburgh

Theodore Clymer
University of Minnesota

Myron Coulter
Western Michigan University

Douglas Ellson
Indiana University

Leo Fay
Indiana University

Lynette Gaines
University of South Alabama

William Gephart
Phi Delta Kappa

Marvin Glock
Cornell University

Larry Harris
University of North Dakota

Theodore Harris
University of Puget Sound

Harold Herber
Syracuse University

Thomas D. Horn
University of Texas

Helen Huus
University of Missouri

Ronald Johnson
Wisconsin State University

Roy Kress
Temple University

Eleanor Ladd
Temple University

Kay Lumley
Washington D.C. Public Schools

Ronald Mitchell
I.R.A.

Alexander Moore
Indianapolis Public Schools

Joe Nemeth
Bowling Green State University

Ann Painter
Drexel Institute of Technology

Alton Raygor
University of Minnesota

H. Alan Robinson
Hofstra University

Helen Robinson
University of Chicago

Ramon Ross
San Diego State College

Ralph Staiger
I.R.A.

James L. Laffey, Co-Chairman
Indiana University

William Eller, Co-Chairman
State University of New York at Buffalo

ERIC/CRIER Staff

Administrators

Leo Fay
Project Investigator, ERIC/CRIER

James L. Laffey
Director, ERIC/CRIER

Richard Earle
Assistant Director, ERIC/CRIER

William Blanton
Coordinator Reading Resources Network

Publications

Bruce Tone
Director of Publications

Billie Strunk
Publications Editor

Nancy Huffman
Bibliography Editor

Documentation

John Wendt
Director of Documentation

ChloeAnn Miller
Supervisor of Documentation

Research

Marcia Baghban
Coordinator, *Current Index to Journals in Education*

Document Analysts

Don Eberly
Sister Dorothy Hucksoll
Mary Siedow
Rosemary Winebrenner

Secretarial Staff

Miriam Griffith
Administrative Secretary

Jackie Clemenson
Secretary

Lynne Jones
Secretary

Sue Ellen Logsdon
Clerk-typist

An Wang
Clerk-typist